

# The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

DO NOT CLIP



## God's Scholar

BE taught of God; He is deep wisdom's well,  
He is of love the eternal fountain-head,  
The truth with which the highest thought  
is wed;

With Him pure faith and hope must ever dwell.

He is the infinite beauty who's sweet spell,  
Gives charm and life to what is seeming dead —  
He is the balm when the sore heart has bled,  
And the sole hope when tolls death's fatal knell.

Be taught of Him if thou wouldst truly know,  
Love Him, if thou wouldst love the perfect best,  
Seek Him if thou wouldst see fair beauty glow,  
Him follow if thou hopest to find rest;  
To Him bear all the burden of thy woe,  
And ask, through good and ill, to be His guest.

—Bishop Spalding

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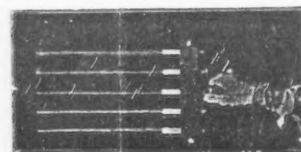


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**A Prominent Educator Sums Up** the characteristics of a good teacher as follows: First, a love for children, which affects all of the teacher's acts, and largely determines the disposition of his pupils toward him; second, self-control, without which there can be no control of the school; third, a positive character—one that is possessed of the power to impress itself upon others; fourth, faithfulness, which is the pledge for that full discharge of duty which can alone win the highest success in any sphere of activity; and finally, ability in interpreting knowledge, which is of even more importance than the amount of knowledge possessed.

It will be readily apparent that religious teachers, by reason of their having consecrated their lives to the work of teaching, their self-denial and adherence to regulation and their assiduous application to the work of the school, must necessarily answer to these requirements far better than any other body of teachers.

**The Most Commonly Observed Affections** among school teachers are nervous diseases, dyspepsia and anaemia. The continued confinement, often under unhygienic conditions, and the great drain on the nervous system which the work of discipline often entails, are in a measure responsible. But the teacher, more fortunate than many people in other walks of life, has considerable time at her disposal. A portion of this time—at least an hour a day—should be spent in exercise, preferably walking and deep breathing in the open air. This is the great remedy for the common condition of "nerve tire." It frequently happens that a teacher feels so completely exhausted at the close of the day's session that her inclination is more to lie down than to walk. In nearly all cases this fatigue is the result of the bad air of the school room—the want of oxygen—and a few minutes of walking and deep breathing in the fresh air will completely throw off the ill effects of the school air and the strain of the day.

**A Quiet Manner, Firmness, Persistence,** patience, absence of anger—all these are essential for the teacher who would gain perfect control over her class. Difficulty will often be avoided if the teacher puts the command in the form of a polite request which does not awaken resistance or arouse anger. There need be no lack of firmness in this method of approach. The teacher will teach courtesy by being courteous, and the conveying of commands in this way will furnish frequent and excellent opportunities to cultivate this virtue. Many movements of pupils and classes may be indicated by a motion of the head or the hand. Every movement that can be indicated by a sign or gesture should be so directed. Quiet not only saves time but induces thought.

**The Nimble Critic Who Says:** "Give the children a thorough knowledge of the three R's and cut out the rest" is just a trifle hasty, and speaks either without thought or care. He manifests an imperfect appreciation of the purpose of education. There are some things taught which are useful, though not essential. For example, geography, drawing, elementary science or nature study, physiology, history and music. These may be "fads" in the eyes of some people, but they certainly have a great value in supplementing the so-called essentials. They relieve the course of study of narrowness and give enjoyment to the school life.

**The Custom of Having School Children** attend divine service in a body is a most beautiful one, and never fails to edify. The child trained to regular attendance is so truly likely to neglect his religious duties later in life as the one whose parents neglect to send him in time to

join the ranks of the children who attend Mass in the care of the Sisters. Youth is effervescent, and although they would not be guilty of wilful irreverence, many little boys and girls might forget the solemnity of the mystery of the holy sacrifice, were it not for the watchful eyes of their teachers.

The regular attendance at Mass, in charges of the Sisters and Brothers, is important, as the lesson impressed on the young mind is not easily forgotten. The memory of those sweet hours at Mass, when they raised their clear young voices in the beautiful hymns, will constantly recur when the boys and girls who walk in the ranks of today's classes are sending their own children to the school house on Sunday morning.

**Some Years Ago a Physician** who made a specialty of diseases of the ear set about investigating the cause of such a large percentage of deafness in the left ear. His statistics show that in at least 75 per cent of such cases the condition had been caused by a blow on the ear. The habit, more prevalent in the past generation than in this, of boxing a child on the ear as a method of punishment, has caused more deafness than any other one thing. The drum of the ear is very sensitive, and though the concussion produced by a blow on that organ may not instantly produce deafness, it will frequently so damage the drum that trouble eventually results. However, in some cases the drum of the ear has been so damaged by a single blow as to produce instant deafness. A blow on the ear has also more than once caused the beginning of brain trouble.

**There Is Much Testimony from Leading Educators,** Catholic as well as secular, pointing to the importance of teachers keeping up in their professional reading and in touch with the best methods being used by their fellow workers. School superintendents and the faculties of normal schools are always advocates of good teachers' journals, for they know that such periodicals not only furnish direct help in the way of approved methods and outlines, but also give to the teacher new inspiration and zeal, at times when vexations and difficulties tend to discourage. "The teacher is the school," says Bishop Spalding, "and whatever refreshes or quickens or inspires the teacher must stimulate and uplift the school."

"After a teacher has entered upon his calling," writes Brother Joseph of the Marist Order, Columbus, Ohio, "a professional interest in the work should be exhibited by frequent perusal of pedagogical literature, and of periodicals. Such reading is a steady source of inspiration, and no successful teacher at any one time does without it; his love for the same is the best guarantee of his lasting usefulness."

**There Are 121 Different Catholic Sisterhoods** in the United States. The various Franciscan orders, 24 in all, count 6,600 Sisters; four Notre Dame orders count 5,700 Sisters, and six Sisters of Charity orders count 5,000 Sisters.

Thus these 34 orders alone, with 17,300 members, outnumber all the secular and regular clergy. Accurate statistics of all the American sisterhoods are not available, but, counting novices and postulants, 45,000 would seem to be a reasonably correct estimate. Education and charity form the life work of most of this great and noble army of women.

If we allow one teacher to every fifty pupils in our parochial schools it will require 24,000 teachers to take care of the 1,200,000 parish school pupils. Over 20,000 of these teachers are Sisters.



## A, B, C OF SCHOOLBOYS' QUALITIES.

(Place it on blackboard or have it memorized.)

Attentive at both work and play,  
 Busy all the livelong day;  
 Courteous at home and school,  
 Diligent to keep the rule;  
 Earnest in whate'er you do,  
 Friendly with your classmates true;  
 Generous of hand and heart,  
 Honest in life's every part;  
 Innocent of aught that's mean,  
 Jolly as a king or queen;  
 Kind where'er your footsteps roam,  
 Loving to the ones at home;  
 Merry in the sun and rain,  
 Neat in dress, but never vain;  
 Orderly in desk and books,  
 Pious, more in deeds than looks;  
 Quiet when 'tis time to be,  
 Ready others' needs to see;  
 Steady in your every aim,  
 Truthful, though it brings you blame;  
 Untiring in the way of right,  
 Vigorous in temptation's fight;  
 Willing others to befriend,  
 Exemplary to the end;  
 Youthful till life's set of sun,  
 Zealous till the crown is won.

—X. Y. Z. in Ave Maria.

Every Advertisement in The Journal is of special interest to teachers and school authorities. As a means of keeping in touch with important new text books, and improvements in the way of school supplies and equipment, it is worth your while to look over the advertisements each month. Not infrequently we have inquiries from subscribers asking where certain books or articles may be purchased, when if they had glanced over the advertisements in The Journal they would have saved time and trouble. Every concern advertising with us is reliable, and as nearly all are producers of what they sell, you can buy from them direct to better advantage than through middlemen.

Commenting on the fact that so many of the popular educational periodicals of a few years ago are now out of existence, an experienced publisher in the line says:

"The ultimate failure of so many of the one-time popular and efficient teachers' journals may be charged to the fickleness of teachers in changing from one periodical to another, each year. Instead of sticking to a magazine that gives a good variety of up-to-date articles on all branches of school work—a magazine that well serves their purposes—they are easily led to drop the better periodical for a trial of a weak little paper that Professor So-and-So is connected with. Apparently no thought is given to the fact that there are a score or two of regular contributors to the real educational magazine which they are giving up, all of whom are far above Professor So-and-So in experience and ability as educators. Until teachers appreciate the importance of standing by the magazine that offers them the best value, the educational periodical business will continue to be the most precarious of the special publication lines, and the best cannot be attained by any one publication."

**AN EXTRA POSTAGE CHARGE:** According to a new ruling of the postoffice department at Washington, subscribers who are in arrears for a periodical are not entitled to receive it at the special second-class mail rates. This means that publishers will have to charge up to such subscribers the extra postage which their tardiness entails. With a publication like The Journal, an extra charge of 20 to 25 cents would have to be made. We trust that all subscribers who have not yet paid will save themselves this extra charge by remitting at an early date their subscriptions for the current school year, this being the third month of same. As this extra postage goes to the government, there is no gain to us in imposing the charge. Avoid this charge by making it a point to get your account paid up as soon as possible—in any event before the Christmas holidays.

## FATE OF THE APOSTLES.

Matthew is said to have suffered martyrdom in a city of Ethiopia, 60.

Mark was dragged through the streets of Alexandria, Egypt, until he expired.

Luke was hanged on an olive tree in Greece.

John was plunged into a boiling caldron at Rome, but escaped unhurt and died a natural death at Ephesus.

James the Greater was thrown from a tower and then beaten to death.

Philip was beheaded in 52.

Bartholomew was skinned alive.

Andrew was crucified.

Thomas was run through with a lance.

Simon was crucified.

Barnabas was stoned to death.

Paul was beheaded at Rome by order of Nero.

Judas hanged himself.

St. Jude, or Thaddeus, was crucified.

St. Peter was scourged and put to death, head downward, on a cross, his humility not permitting that he should be crucified in the same manner as his Master had been.

## NOVEMBER IN THE CHURCH CALENDAR.

(A Talk to the Class.)

In order to keep us in touch with the truths of our holy religion and to spur us on toward the better performance of the duties which these truths impose upon us, Mother Church chooses particular times and seasons to inculcate particular truths and to urge the performance of particular duties.

So, during the month of November, she conveys to us the great truths of the after life. She begins by bidding us to offer homage on All Saints' Day to that "great crowd that no man can number, of all the nations and tribes and peoples and tongues, standing before the throne and in sight of the Lamb," and tells us to seek "through that multitude of intercessors the fullness of that mercy which we all desire."

Then leaving the heights of that heaven into which "nothing defiled can enter," the Church on November 2d brings us to the contemplation of that other great multitude of the friends of God who suffer for a time in order that they may be purified from their sins and admitted to glory.

On All Souls' Day, and throughout the month of November, the Church places before us the needs of her suffering members. She bids us help them, for they are our friends, our brethren, our loved ones. She throws open the treasure house of her spiritual favors and bids us help those who are incapable of helping themselves. Hence the devotion of the month is the devotion to the souls in Purgatory—a sweet and a profitable devotion. Sweet because it will be the means of helping others to the presence of God in Heaven; profitable, because we know that those whom we aid will in return gain aid and comfort for us.

During November, therefore, redouble your fervor—pray—assist at Mass, offer your good works, have Masses said for the souls of the departed.

There are few who altogether neglect those whom they have known and loved, and who are now passed forever from earth and from those marks of kindness which they could give them here. But are there many of us who really pray continuously and steadily for our deceased friends and relatives? How often is the vague idea that they were too good to be detained long in Purgatory made an excuse for our indifference or laziness, and the poor souls are left to suffer on without a helping hand to draw them from that gulf of pain! Let it not be so with us. However good and holy our filial piety may lead us to hope our parents have been, still they may need our prayers, and the very possibility should be a sufficient motive to urge us to use every effort on their behalf. It has been thought that the moer perfect may even be longer detained in suffering than those who will not have so great a nearness to God, and whose measure of purification may thus be more easily accomplished.

Let us not pass a day without saying some short prayer for these souls which ought to be so dear to us. Let us endeavor to atone for their shortcomings by fulfilling all our duties with great exactitude and perfection. Perhaps it is some little unfaithfulness in their conduct toward those who had been under their care, for which they now suffer; or it may be for their too great indulgence to us, or their neglect of our spiritual welfare. In any case we owe them our help in their present needs. Helpless themselves, we can do much to aid them in paying the debt due to God's justice. We can pray for them, we can have Masses offered for them, we can offer our good works to heaven in their name. This is a duty, not of charity only, but of justice.

# TYPEWRITING AND SHORTHAND. SOME BUSINESS COURSE SUGGESTIONS.

By Parke Schock, Drexel Institute, Philadelphia.

HERE are two distinct sides to typewriting instruction; one the technical, the other the educational. The technical side consists in teaching the manipulation of the keys and in learning to use intelligently all the mechanical parts of the typewriter as an instrument. The educational side consists in cultivating the taste and training the judgment of the operator in the arrangement of all kinds of matter to be typewritten. One is a purely mechanical process; the other, the exercise of the mental faculties, especially the discriminative powers of the mind. The one process results in the making of an automaton, a machine operating a machine; the other produces an intelligent being with a judgment trained in the use of the best forms, from the typewriting of a straightforward business letter to the arrangement from the mass of the most intricate tabular manuscript.

## Model Typewriting Course.

Let me venture the following as an ideal course in typewriting:

1. Mastery of the keyboard through carefully graded, amply numerous and lengthy finger drills, which shall consist, first, of the necessary instructions; second, an example of the work to be done; and, third, the words which the operator is to write.
2. Mastery of the typewriter as a piece of mechanism, a knowledge of every part of the machine and how to use it. This education in mechanism should run concurrently with the finger drills, each exercise bringing into play a new device of the machine. Students should be obliged to take the machine apart and put it together, as far as practicable, at least twice during the course, and the training furnished should fit them for this.
3. The writing of letters, business, professional and social, first, by the copying of model forms, and then by the arrangement, capitalization and punctuation of the letter matter from the mass or from intricate manuscript.
4. Instruction in tabulation. Numerous and varied model forms to be copied should be provided, these to be followed, as in the case of the letters, with unorganized

masses of data of all kinds to be arranged and tabulated by the learner. Every modern typewriting equipment must possess tabulator attachments for thorough teaching in this grade.

5. Exercises for the special training of judgment, what we would call distinctively educational side of the course, and the one given no attention by books generally. These exercises should be representative of all the lines of the operator's work. The following might be mentioned: Legal papers, specifications, club constitutions and by-laws, notices, business cards, contents of books, examples of poetry and outlines of topics. In this grade the student must be again required to put into approved form examples of each kind of work, the basis for his efforts being unformed matter.

6. Speed exercises. These properly come last. With skill in the use of the machine and judgment in the handling of all kinds of work, the operator sits before the typewriter, its master, and speed will result as naturally as dawn follows the night.

What profits it the young man who can operate at fifty words a minute if his product is filled with errors of omission and commission? He is an abomination to his employer and a disgrace to his teacher. Far better that he write thirty words a minute and produce copy that is not only acceptable, but that bears the marks of an accuracy in manipulation and of an exercise of taste and judgment in arrangement that, while delighting the employer, will convince him that typewriting is a science, as well as an art, and that his operator is an intelligent, highly trained human being and not an automaton.

## Correlation of Shorthand and Typewriting.

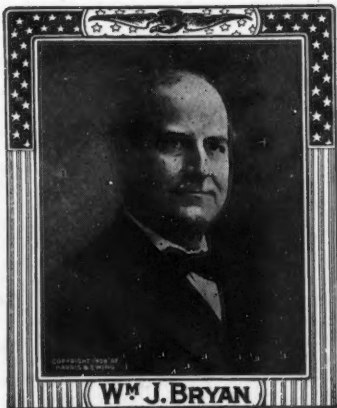
The teaching of shorthand and typewriting should proceed independently of each other until each subject has been fairly well mastered as a separate accomplishment. In an eight months' course the teacher of typewriting should be left undisturbed for the first five months in the development of the typist. In that time not a word of shorthand should be transcribed in his room. During the same period the shorthand instruction should run in its own groove and should result in the acquirement of an ability to read with perfect smoothness. Thus at the beginning of the sixth month we should have students who read shorthand fluently and who operate the typewriter with confidence and certainty. Now, for three months throw the subjects together; let transcribing and typewriting in the abstract share the time equally, and the best economy of time and effort will result. In other words, by delaying transcription until the student has become a good reader and a god operator the same amount of transcribing can be done, and with increased ease, in a given time, as could be produced in double the time before the student is thoroughly ready. Here, it seems to me, is the solution of the whole problem. The way will be open to the largest measure of success in typewriting when it is accorded equal recognition with shorthand. If this is conceded the materials needed to secure best results will come as a matter of course.

## THE NEXT PRESIDENT OF THE UNITED STATES.

The presidential election of 1908 will be a thing of the past by the time this number of The Journal reaches many of our readers. Pre-election days have been filled with claims of victory for both Taft and Bryan, and it is fortunate indeed that the choice has been between two such high-minded and well-equipped statesmen. Either would fill with honor the presidential chair. Mr. Taft has occupied more important positions in the service of the government than any previous candidate for the office. Mr. Bryan has through sheer force of ability dominated the Democratic party of the nation for over fifteen years, though none of this time having the prestige of an officeholder.



WM. H. TAFT



WM. J. BRYAN

## The Method of Teaching Religion in the Schools

By Very Rev. Thomas E. Shields, Washington, D. C.

THE presentation of Christian Doctrine must not only be more attractive than the presentation of any other subject in the curriculum, but it must be such as to give the children a realization of the thought that God is the center of the universe, and that religious truths illumine and unify all the subjects taught in the school. Religion must touch and transform the child's entire mental life; it must reach his instincts, form his habits of thinking and guide his conduct in all the situations of life. In fact, religious truths can not be comprehended at all unless they are approached in the right way, and in this right way the Master Teacher must be our guide. In teaching the sublime truths of religion He always appealed directly to the instincts, to the experience and to the imagination of His disciples, and through these means He sought to lead them into an understanding of the saving truths which he announced to them. Moreover, Christ did not come among men to deliver to them a body of recondite truths to be carried as a memory load by the multitude who are unable to grasp their significance. He proclaimed, indeed, the highest truths in both the intellectual and the moral orders, but these truths were always eminently practical. They were intended to modify the conduct of all who received them. In fact, He insisted that the truths which He proclaimed could be understood by those who reduced them to practice. St. Paul taught the same lesson in the second chapter of his Epistle to the Romans: "For not the hearers of the law are just before God; but the doers of the law shall be justified."

The church has never assented to the Lutheran doctrine that faith without works justifies. She has always insisted that the truths of which she is the guardian should not only be received by her children, but that these truths should be the norm of the inward inspiration and the outward act of every member of the fold.

### Reasons for Outlining Methods.

The sciences which deal with the phenomena of life and mind have given us as the fundamental principles which govern the development of the human mind the foundation principles of our Lord's method of teaching, and these are the self-same principles that are most conspicuously embodied in the organic life of the church. This, of itself, would be sufficient justification for our undertaking to outline a method of teaching Christian Doctrine in agreement with these principles; but there is a still more cogent reason for this undertaking. Those who teach religion in our schools are called upon to instruct the children in the same subject matter that Christ came on earth to teach the children of men, and the principles underlying His method of accomplishing this task should be those governing the methods of teaching the self-same truths to the children of our generation.

The purpose of teaching religion in our schools is not merely to increase the pupil's store of information about God, about man, or about subjects that are deemed important in the world of adults and in the life beyond the grave. Religion, to be of value, must enter into the very depths of life and affect all its ways. It must consecrate human instincts and lift them into habits that will safeguard the pathways of peace. It must shed its light on every truth that claims admittance to the mind. It must color every feeling. It must be the inmost motive of every action and the substance of every aspiration.

Where religion does mean this it is not a blessing to the individual nor to the society in which he moves. It promises years of contentment to the parent and brings a broken heart. It is a stumbling block to the unwise, a cloak to the hypocrite and a thing of scorn to all honest minds. Christ cursed the barren fig tree and condemned the wicked servant who whapped up his one talent in a napkin. Over and over again He insisted that the religion which He taught should change the children of men into the sons of God, and that whenever it failed to bring about this transformation it would call down upon the delinquents, not blessings from the throne of grace, but condemnation from the lips of the Just Judge.

### Christ's Method of Teaching.

Christ presented all His lessons so that they might be

assimilated and rendered functional by His hearers in the measure of their capacity. Synopses and abstract formulations He left to other teachers. His truths were all germinal, possessing within themselves the potency and promise of life and fruit. He was always careful to prepare the minds of his hearers before planting in them the germs of divine truth. In this, as in other things, the catechist should follow His example.

No seed of divine truth will germinate or grow in human consciousness unless it finds there feeling to warm it into life. Before proceeding to plant in the child's soul the seeds of divine truth the teacher of religion should accordingly adopt all necessary means to secure the presence of appropriate feelings and emotions in the child's consciousness, and it should be the abiding solicitude of all who are charged with the religious and moral formation of the young to preserve in their minds and hearts an appropriate affective attitude in which to mature the fruits of Christian virtue.

For those who understand the spirit of the Master this will not be difficult. They will remember His command to return the sword into its scabbard. Punishments and rebukes will be reserved for other places and other times. The class in religion will be the one bright spot in all the day. The spirit of Jesus will fill the room; there will be food for the hungry heart and drink for the thirsty soul. The teacher will be solicitous that every child in the class may know the meaning of the sweet invitation, "Suffer the little children to come unto Me, and forbid them not, for such is the kingdom of God."

### Abstract Formulation to Be Avoided.

The seed of even the highest truth may be planted in the mind of a comparatively young child, and it will germinate and take root there if it is presented in a manner suited to the child's phase of mental development. But if this end is to be attained abstract formulations must be avoided. The truths that are to become vital in the life of the child must fill his senses and lay hold of his imagination. This is true in a measure of even the most highly developed minds, but it is particularly true of children. When the truths presented are of such a character that they find few or no points of contact with the content of the child's mind, they must be presented in a concrete setting that will readily assimilate with the child's experience.

It would be difficult to find truths that are in themselves further removed from the experience of childhood than those presented in the first chapter of the Gospel according to St. John, and yet the child will gain such a comprehension of them that they will grow and develop as the mind matures if they be presented to him in some such setting as that of George MacDonald's "Baby Rhyme." But in these germinal truths details are absent, and the setting is such as must be disintegrated before the germ can unfold. "Amen, amen, I say unto you, unless the grain of wheat falling into the ground perish, itself remaineth alone. But if it perish, it bringeth forth much fruit." The setting will change in time, the scaffolding will be discarded, and, little by little, as the mind grows in power, the truth will free itself from the concrete details of its setting and stand forth in its true character as abstract, spiritual, universal.

### The Psychological Sequence Should Be Followed.

A body of truth such as that which should be taught in the Christian Doctrine class may be presented in a logical sequence, in a chronological sequence, or in a psychological sequence. It should be observed, however, that the child mind is not logical, and that whenever we follow the logical order in presenting to young children the great fundamental truths of the Christian religion we must make up our minds to rest content with mere memory loads as the result of our labor. Nor is the chronological order better suited to the capacity of the young child. Chronology has little or no value for young children or for primitive peoples. It is, in fact, the order suited to the highest plane of mental development, orientated as it is with reference to race life rather than to individual life.

The psychological sequence is, therefore, the only permissible sequence in the presentation of truth to the young



and to the undeveloped. Not what was first in time nor what is logically the basis of the body of truth to be imparted, but what the child needs now for his unfolding mental life, and what he can comprehend now in the light of his own past must be presented, if it is to serve as food to his growing mind. "When I was a child I spoke as a child. I understood as a child, I thought as a child. But when I became a man I put away the things of a child."

While we must begin by presenting to the young child the great fundamental truths of religion in a form suited to his capacity, we must not content ourselves with this. As he grows from childhood into manhood under our guidance these self-same truths must be presented to him over and over again, and on each repetition the setting and the manner of presentation must be suited to the phase of mental development which he shall have attained. Mere repetition will not do. Each time the truth is presented it must be clothed in a new interest and put in a new setting. Mere expansion will not do, nor will the addition of a multitude of details suffice. Definitions of terms, fuller explanations, and more numerous illustrations, however suitable or well chosen, are of no avail if the matter shall have grown stale to the mind of the pupil.

### The Importance of Repetition.

Repetition is necessary, indeed, but if the goal of our ambition is anything better than the memorizing of dry forms, the repetition must be such as is found in nature. The child may repeat, in his own development, the life history of his parents, but no man may retrace his steps. No two buttercups in all the buttercup meadow are alike. Nature each time answers our foolish prayer for repetition by presenting us with a new and singular gift. It is repetition, indeed, but it is repetition with a difference, which imparts a new and enlarged interest. It was this truth on the lips of our Savior that so puzzled Nicodemus. "Amen, amen, I say unto you, unless a man be born again he can not see the kingdom of God." Nicodemus said to Him: "How can a man be born again when he is old? Can he enter a second time into his mother's womb and be born again?" And Jesus answered: "Amen, amen, I say to you, unless a man be born again of water and the Holy Ghost, he can not enter the kingdom of God." There is repetition, but it is repetition of a new and a larger scale. There is repeated on a higher plane of life what had taken place previously on a lower plane. And so it must ever be with all effective teaching of the great truths of religion.

## The Importance of Primary Teaching

By Sister Marie, Normal School, Nazareth, Ky.

(Continued from October Number.)

**N**OW, after the gift of faith, there is nothing for which we should thank God so much as for a true, noble character. Bishop Spalding calls character "educated will." I find no better definition. Some one has said it is "the best gift of God to man." But, properly speaking, is it a gift? Is it not rather the fruit of our own work? God endows us with free will, that is, the power to guide individual acts based on certain underlying principles; these acts become habitual and make up character, and I believe that in the education of children, especially in the primary grades, the formation of character should be the first consideration. To this end there should be something more than a general spirit of piety in our teaching. We should teach our children to build—build for eternity—and that should be done very simply. Their building material must be their daily little duties as they present themselves. Slowly but steadily, rather by insinuation than by compulsion, the edifice of the child's character will progress. If you will, you may teach the children how to adjust the blocks, but each little one must be its own builder, and the most effective help to this forming of the child's moral nature will be systematic, energetic, definite order.

### Other Essentials.

Promptness and punctuality are essentials to order. We must aid the children to be prompt, but not hurried in the performance of duty, and in this we must give them the example. Accept a reasonable excuse, but insist on punctuality. Whether for business or pleasure, with teacher or playmate, train them to keep the appointment made for them or by themselves, since the habitual breaking of one's word has a disastrous effect on character. Train them to do simply what they do not like to do—that will give strength to character structure at times to do the thing they dislike of their own free will. Tell them that when they are men and women they will be compelled to deny themselves; explain that now is the time to prepare; raise a spirit of generosity; awaken courage and the will will be disciplined and strengthened as the children learn self-restraint from worthy motives in their little tasks.

Emulation is an incentive to progress, but it often brings out the selfish tendencies of nature in the desire to outshine others. There are children who, if they can not be first, will only be last in their classes—little tots who fall into fits of despair if praise is bestowed on another. Such characters must be controlled with much tenderness and patience, and learn that it is reasonable to give place readily to others, even in struggles for honor. Let the little ones know early how to measure their deeds, not by what people say, but by correct principles of right and wrong. If a thing is evil, it is evil, and all

that people can say will never make it right. Bishop Dupanloup warns us that "the time has come; a supreme effort must be made to save souls, and, above all, to save childhood, which is the whole future."

### An Ideal Teacher.

Now, as the child passes from its mother's arms, from the nursery to the schoolroom, what should be the qualifications of the teacher into whose hands he is to be placed? We have touched upon the nature of her task and the manner in which she is to perform it all along. Let us now review them as I present to you a young sister who has just been chosen to fill such a position. She is fairly gifted with physical strength. She is not a beauty, but her appearance is pleasing. Her voice is agreeable. Without being an accomplished musician, she sings correctly. She can illustrate any lesson on the blackboard by a deft use of chalk. Her eyes are turned towards us now with an expression of candor that wins confidence. She has already something of the sweet seriousness that comes with tact and experience. Her mind is well disciplined. She is modest in bearing and seems always more disposed to look for shortcomings in herself than in others. Yet she has an eye quick to detect the mental development of her little pupils, and her heart is full of maternal kindness; she will never overlook the physical wants of her children.

old and new, but she knows that she is to be the slave. She has become acquainted with methods of teaching, of none—that children and circumstances vary, and methods are adaptable means, not fixed laws. She is ingenious, full of inventive resources. Some have wondered that she was not appointed to a higher grade, but wise superiors know that a good primary teacher is more rarely found and requires better gifts than one who takes more advanced classes. This sister has a genuine love for little children. She will take an interest in their work, in their games, in their joys, and in their little griefs, so real to them. She will win their affections, as every teacher must, not by favors, caresses and flattery, but by her own un-failing heart qualities.

### Important Qualities.

She knows that children are slow to take in ideas. She will be patient; she will not cram. She will educate, draw out, awaken thought and let the children learn by doing rather than by hearing. She has individuality, independence of character and tact. One day she was called upon to substitute in a primary classroom during recess. It was raining and the little ones were fretful; they crowded the entrance door and whined: "Sister, please let us go out. Please let us go out. I want to go out." She said quietly: "Don't you see it is raining?" The complaints continued. She moved to the other end of the room and called attention to something outside, visible from the windows. She asked them what they knew

about raindrops, the clouds, etc. Soon she had them busy with indoor games. When the time for recess was ended they were singing gleefully: "Patter, patter on the panes," and they declared they hoped it would rain tomorrow, because it is so nice to play in the house.

I found her note book open on her desk one day and read:

"Light, health, comfort, wisdom and grace  
All enter with a cheerful face."

"Do not dwell much on vices; they are negative. Inculcate virtues and you destroy vices, as you dispel darkness by bringing in light."

"Beauty of character grows from the inside. First the heart becomes beautiful, and then it shines out through the face, and loving thoughts are sure to bloom into kind and loving deeds."

"You might take a small, green rosebud and patch bits of rose colored velvet on the outside of it, but you could not thus make a bloom one would care for. The rosebud must grow and unfold its own beauty from the heart. That is the way it becomes a flower that is prized."

"You must grow in the same way, from the heart out. It is very nice to take Delsarte lessons in gracefulness, to study etiquette and to practice looking pleasant, but if these things are only patched on the outside of an unlovely spirit they will fail to deceive any one. Even homely people are often made beautiful by the love light in their faces, and there is no attractiveness like a sweet and noble character."

I stopped there, but many pages were filled, bespeaking the spirit of the gleaner. God grant she may continue in the same generous appreciation of her work, and years will but add the value of experience to her labors.

#### To Spend and Be Spent.

Those who know not the sweet reward of persevering self-devotion, even in this world, may say: "That is very well to write about and to talk about, but the work of a primary teacher is hard. It is thankless, unhonored. It wears one's life away."

When the friends of the saintly Abbe Perreye besought him to lessen his labors for souls, because he was spending himself and shortening his days, he replied: "What is a priest made for but to spend himself and be spent in the service of God and in the quest of souls?" We may ask with equal propriety: What is a religious teacher made for if not to be spent in the noble work of her vocation? But I doubt much if her days are shortened by her labors.

How many dear sisters have we not seen crowned, as if with a halo, by many long years of primary work! And they were honored, I might say, above all others. To them came letters and visits from priests and bishops who remembered that the venerable sisters had taught them how to read—had dressed them as altar boys the first time they stood in the sanctuary, and fostered their sacred vocation. When one of these devoted sisters died a few years ago, in this very diocese of Columbus—in Shawnee—messages came to the mother house from seven priests of the archdiocese of Boston, who offered the holy sacrifice for her, and daily remembered her at the altar. They called themselves "her boys," and declared that she, more than any one else, had influenced their lives by her words and example.

And these favored souls remained sweetly innocent. A peculiar charm rested upon them, a something that came from their long intercourse with children and their interest in all that concerned them. The keynote of their lives was love of God and love of God's little ones.

#### Teachers Never Grow Old.

Indeed, we religious teachers can never grow old. Years may crowd upon us, but our hearts, our sympathies, must ever be with the children, otherwise we should be out of place in the classroom. There may come temptations to discouragement, which we must banish from our souls and from our children's. There are days when everything seems to go wrong. There is gloom in the atmosphere; we see no progress. The children seem disheartened. "It is no use to try," some little one will say, and all the others are ready to echo the words. Quick! let us brush off the cobwebs!—uplift—sursum corda! A glint of hope must brighten our tasks and our children's.

Each morning when we attend the holy sacrifice of the

mass should we not with especial fervor recite the Introito: "I will go unto the altar of God, to God who rejoiceth my youth. \* \* \* I will praise Thee upon the harp, O God, my God! Wherefore art thou sad, O my soul, and wherefore troublest thou me? Hope in God, for I will praise Him. Glory be to the Father." \* \* \* And so our youth shall be renewed like the angel's. We will offer ourselves again and again with the victim of the altar, learn from the eucharistic life of Jesus to love to be hidden, unknown. When in holy communion, He becomes part of ourselves, or, rather, we become as it were part of Him, living by His life, impregnated with His spirit, we will raise to take up again each day our tasks, His tasks—sweet, because they are assigned by His will, and we will grow in the love of Him and His little ones—and count it joy to be found among them.

#### THE TEACHING OF PHYSIOLOGY.

The child entering school for the first time, having lived a life of more or less boisterous freedom, comes under changed conditions. The physical activities are being subdued, the intellectual awakened to be trained. Good health, which was so easily maintained, is now beset with a multitude of enemies. Physical restraint; crowded, usually overcrowded, schoolrooms; poor ventilation—alas, often none at all; exposure to infectious conditions from the bodies of other children, all conspire to injure the physical well-being of the child.

The study of physiology in the schools has come to occupy a very important place in the curriculum. Through it the child gets his first knowledge of the body, its structure and functions. The simplest rules of personal hygiene must be made the important part of this study. The safeguarding of the health of the school child can be accomplished only when there is intelligent co-operation of children, parents and the school authorities. To obtain this co-operation there must be some knowledge of hygiene, and this is possible only through the study of physiology.

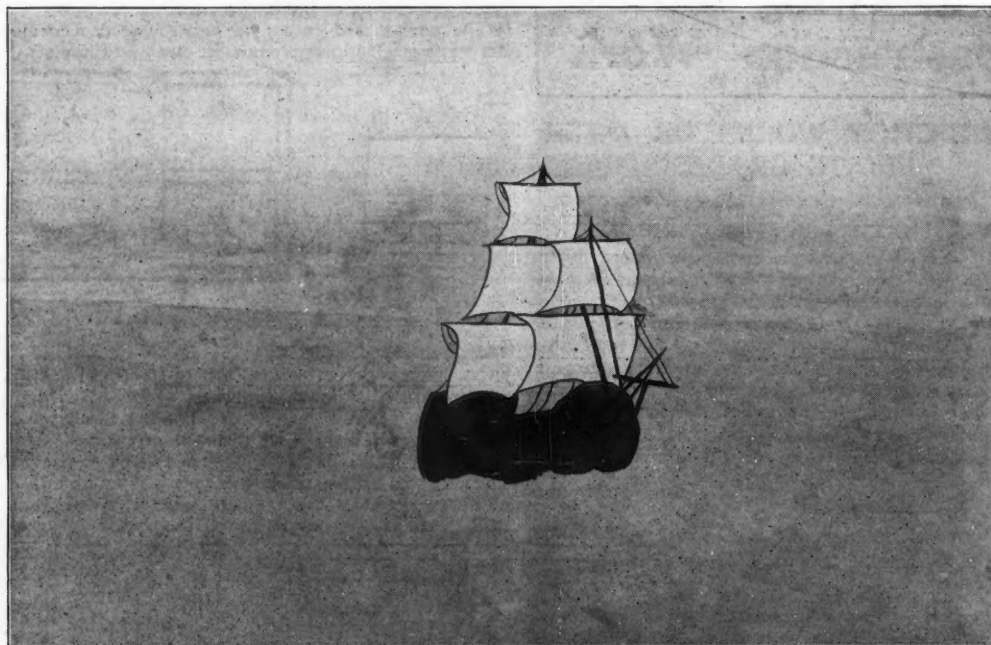
This is a required study in the schools of many states. Unfortunately it is not a very interesting study to most children, or at least it is not made interesting. So much time and space have to be given to the evil effects of alcohol and tobacco that the child wonders what it is all about, and at the end has little more than a confused idea that physiology, alcohol and tobacco are in some way closely allied. Yet physiology can be made interesting as well as valuable to the child.































A class of forty boys, averaging 10 years of age, was having a recitation on the physiology of digestion. The use of the teeth, mouth, saliva and gastric juice was considered and the answers given showed the results of good teaching, but when the exercise was over there was left the feeling of incompleteness. What had the boys gained that was useful? Some knowledge of the processes of digestion. But how were they to make use of this knowledge? So far it was a general knowledge only. Could any part of it be made personal? Why, yes, the part the teeth play in the process of digestion might be made personal. Questions were then asked concerning the value of the teeth. What would happen if there were too few teeth, or none at all? What caused a loss of teeth? What were the evil results of rotten teeth? The boys were eager to answer these questions, edged out of seats, waved hands frantically, scowled at wrong answers, and when called upon to answer stood erect by the desk and proudly gave what they considered correct answers. To the final question, "How many of you boys have cleaned your teeth this morning?" there was but one response. One boy in a class of forty had cleaned his teeth that morning. The other boys sat dejectedly in their seats, ashamed. Further questioning showed that more than one-half of these boys made no use of the toothbrush at all, the others only occasionally.

If the study of physiology were made more personal in its application; if less attention were given to the evils of alcohol and tobacco, which children use not at all, and the time thus spent were given to the study of personal hygiene made simple and attractive, an interest in physical development and the care of the body for the joys it would bring would take the place of the present apathy or fear of irrelevant evils.

# NOVEMBER CALENDAR

EUGENIA HORN  
ST. JOSEPH, MO.



| Sun.  | Mon.  | Tue.  | Wed.  | Thur.   | Fri.  | Sat.  |
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## Drawing and Construction Work

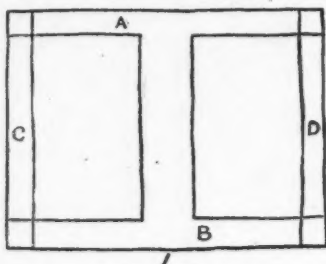
### CONSTRUCTION WORK FOR INTER-MEDIATE GRADES

Miss L. F., Calumet, Michigan.

#### HOW TO MAKE A POSTAL CARD CASE

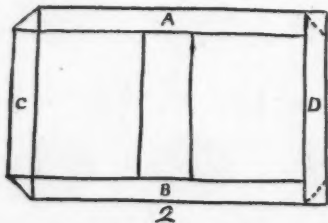
Materials needed are two pieces of strawboard  $3\frac{1}{2} \times 6$  inches, a piece of bogus paper  $7\frac{1}{2} \times 10$  inches; another one  $5\frac{1}{2} \times 8\frac{1}{2}$  inches, four pieces  $3\frac{1}{4}$  inches square, and two pieces of narrow tape, each 7 inches long, rule, pencil, scissors and paste.

Arrange the pieces of strawboard upon the largest piece of bogus paper so that they are  $1\frac{1}{2}$  inches apart, and equally distant from the edges (Sketch 1.) (See



note at bottom of page.) Test position with rule, and trace around each piece of strawboard. Using rule and pencil, continue the outer edges of the oblongs to the outer edges of the paper (Sketch 1), and cut out the corners. Paste the cardboard in place. Turn opposite side up, and press out the air bubbles and wrinkles by rolling a pencil over the spaces occupied by the cardboard. Return to first position. Paste margins A and B in place. Fold the corners of C and D diagonally and paste (Sketch 2). Paste C and D in place.

Fold over one half inch on one edge of each of the small square pieces of paper (Sketch 3). Cover the folded half inch of each square with paste, and place in position, two at the top and two at the bottom of the



case, leaving a margin of about one-fourth of an inch at top, bottom and outer edges (Sketch 4). Paste only the folded half inch. Open these flaps as in Sketch 5. Paste one end of a seven inch piece of narrow tape in the middle of each side. Paste the  $5\frac{1}{2} \times 8\frac{1}{2}$  inch piece of bogus paper over the inside of the case, placing it at equal distances from the edges (Sketch 6). Rub smooth, being careful to press the space between the cardboards smooth. Place under a weight.

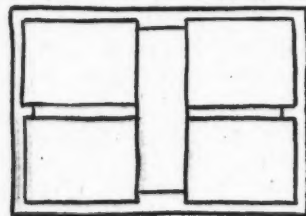
The case should not be closed until dry, and when closed, the back should not be creased, but allowed to round slightly like the back of a book (Sketch 7). The back may be made stronger by pasting a strip of muslin

over the space between the strawboards before the lining is pasted in place. Put the postals in place inside the two covers, fold the flaps over them, tie, and the case may be stood on end on a shelf with other books.

The postal card case may be decorated according to decorations given in previous articles on "Clipping Case"

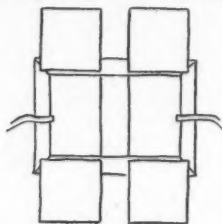


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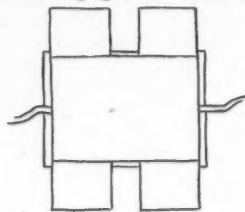


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and "Library List." The case may be opened from either side, so a surface pattern on the cover would be appropriate. An interesting way to make surface patterns is to print them with blocks. Let each pupil cut his unit upon a small block of wood, or upon the end of a cork. Lower the background just enough to prevent its touching the paper when printing. When pupils have no sharp knives, corks are very satisfactory, as they are easily cut, and have an interesting grain. Some very



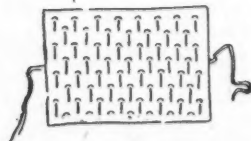
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good blocks have been cut from corks with no other tool than a hatpin in the hands of an ingenious girl. (Apply color sparingly with a brush and print.) Or, make a pad by placing a small piece of blotting paper in the cover of the color box, and saturating it with color. Pupils are fascinated with this work, and are quick to exercise their ingenuity, printing interesting designs, not only with cut blocks, but by means of the ends of poppy seed pods, split across and similar articles

### BRING CHILDREN UP TO WORK

By President Roosevelt

My ideal of a boy is one who will grow up and be able to support himself and a wife and children.

To be fit to be an American citizen he has got to preserve his self-respect and conduct himself so as to wrong no one. Fathers need the most preaching. Frequently the mothers who have had hard lives take the unwise course in attempting to benefit their daughters and sons by bringing them up free from hard knocks. Next to hardness of heart the next least desirable quality is softness of head, and the mother or father should not try to bring up their child in that way. You don't get the right stuff out of those children for the next war, or you don't get decent citizens when there isn't any war. Bring them up to work, so that they shall recognize an obstacle is not something to be shirked, but to be overcome.

## DRAWING FOR NOVEMBER

Alice V. Guysi, Supervisor of Drawing, Detroit.

Design seems to be the natural sequence to nature work.

Design is the arrangement of lines or masses in an orderly way and is studied for the sake of decorative value.

Rhythm, balance and harmony, the principles of order and beauty, all enter into the making of a design.

In the following suggestions will be found a sequence of problems in design planned to develop at the same time appreciation of order and beauty and the technical skill to express the same.

The work thruout should be entirely free hand without the use of rulers or other mechanical aids. In this way only can the eyes be trained to accurately judge space and appreciate form and the hands learn to be the servants of the eyes and mind.

This training of the eyes and hands has an educational value far beyond the crude visible results recorded by the childish fingers.

To place a ruler and compass in the hands of a child while teaching him to draw is parallel to giving him a crutch when learning to walk. Everything worth while is attained only thru individual struggle.

### PRIMARY GRADES

As young children are not equal to long continued concentration lessons in design and still life should be interspersed in the winter months and lessons in nature work given in spring and autumn, when nature supplies an abundance of material.

#### FIRST YEAR

The laying of splints is the basis of design in this grade. Let the arrangement of splints be confined to horizontal and vertical directions.

Order and rhythm are essential to design and should be the goal of every attempt at producing a design.

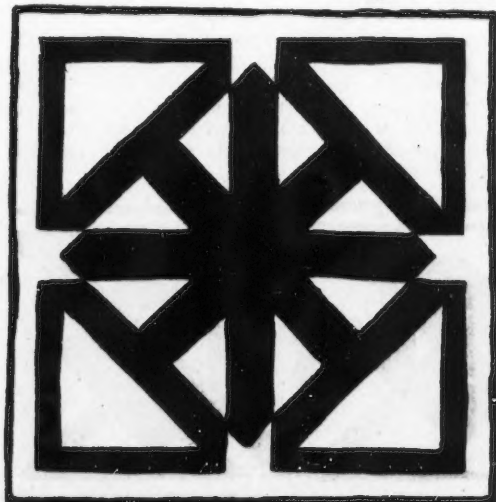
The relation of the marginal lines to a border design must be studied and splints laid to represent them. Designs thus worked out in splints are to be drawn with charcoal and crayola. This is the first attempt at accurate representation.

Class may reduce a border and decorate a cover for booklet by placing it at top and bottom of cover. Use crayola or brush.

Fold an eight inch square paper into eight stripes, decorate every second stripe and make patterns. It will be entertaining to do this with crayola.

#### SECOND YEAR

Design: Break up a square with straight lines, using

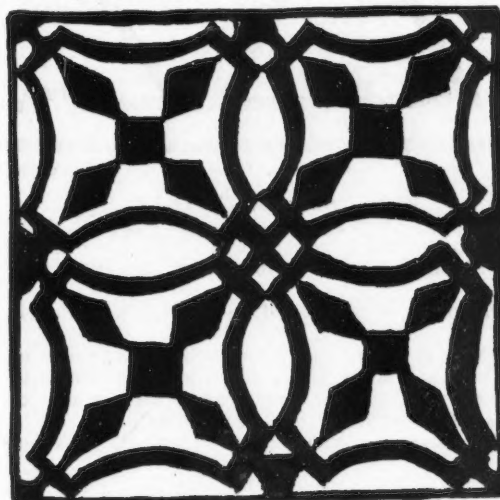


Fifth Grade Work.

splints to develop the work.

Fold eight inch square paper into 16 two inch squares and reproduce these designs in lead pencil. Work for a broad gray line.

In design decorate the squares so as to form a border



Sixth Grade Work.

as well as all-over designs, and where the designs suggest two color values they may be used.

The designs after being developed from the splints and drawn in pencil, may be done again with brush and color.

Marginal brush lines should not be narrower than an eighth or broader than a quarter of an inch.

To secure firm, steady lines hold brush in vertical position. Press it down until the desired width is secured and then carry carefully and slowly across the paper.

#### THIRD YEAR

Make an ink wash on paper eight inches square.

Fold this and cut in half. One half fold in 16 one inch squares and cut on folds; one half fold in oblongs 2x1 inches.

These squares and oblongs are to be used as units of design for borders. Make a border of squares, one of the oblongs or one of squares and oblongs combined. Use paper 11 inches long, width of border to be decided by the design.

Draw marginal lines free hand with brush and ink.

To draw firm, steady lines, hold the brush in a vertical position. Press it down until the width desired is gained then with the little finger as a gauge carry it slowly and carefully across the paper.

#### FOURTH YEAR

In the fourth grade we make designs with free hand brush lines and strokes. As in all design spacing, order and rhythm are elements of beauty. To attain this mind, eye and hand must work in unison and this requires much practice.

The "B" Class will arrange brush strokes for border and surface coverings. The stroke of the brush should be similar in form to the petal of a daisy or aster.

In this work as in the drawing of brush lines the success depends on the brush and hand being in correct position.

Hold the brush in a vertical position, rest the hand on the fourth and fifth finger, hand and arm being quite free, press down until the desired width of line is gained. To draw a line, carry the brush slowly and carefully across the paper.

Draw firm, even lines.

The rule is invariable that the design and lines be made directly with the brush. The rule is also that all work is to be done free hand.



Seventh Grade Work.

**FIFTH AND SIXTH YEAR**

Sketch a four-inch square, cut it with diagonals, diameters or both. Using these lines as a basis make designs by sometimes following, sometimes deviating from them.

Fifth grade classes should be restricted to straight lines.

Sixth grade classes may use straight and curved lines. The restriction in the fifth grade is to secure simplicity.

Make several designs, then selecting the best of each pupil's effort, let him reproduce it in ink.

Designs may be spotted in two values, dark and light.

The unit of design made by breaking up a square may be repeated to make a border design.

**SEVENTH YEAR**

Classes to work out a border design with straight lines. Design to be flowing rather than a repetition of units.

Several ideas may be worked out first in pencil; choosing the best and improving that, the design may then be reproduced with brush in water-color using a good orange. When well executed go over the orange in ink, trying still to make the lines more firm and regular, the orange acting as a guide for the finished ink work.

Tone values of light and dark only should be used.

**EIGHTH YEAR**

The problem in design to be solved by the eighth grade is the making of a unit from plant life.

A bud, blossom, leaf or spray may start a train of ideas leading to line and mass of dark and light, an arrangement in which all identification or resemblance may become lost; this is in accordance with our dictum.

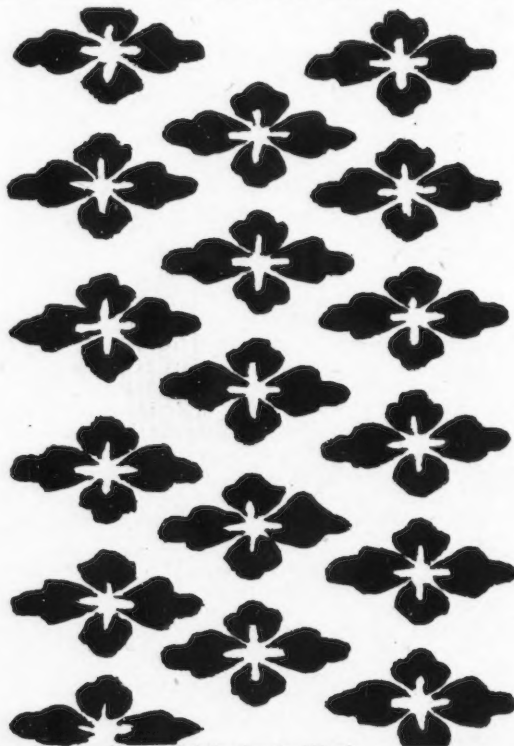
"Nature is necessary to the designer, but not to the design."

Designer and painter find their inspiration at the same source but express themselves differently.

The first step being to produce a rhythmic unit, the second is to develop a design by repeating the unit at pleasing intervals. To do this draw the unit carefully with brush and ink. Place the Japanese paper over it and trace it carefully with brush and Higgins waterproof ink. Move the paper upon which is drawn the original unit under the tracing paper and try the effect of the unit

above, below, at one side before making a second tracing, the spacing of the rest of the units must be the same.

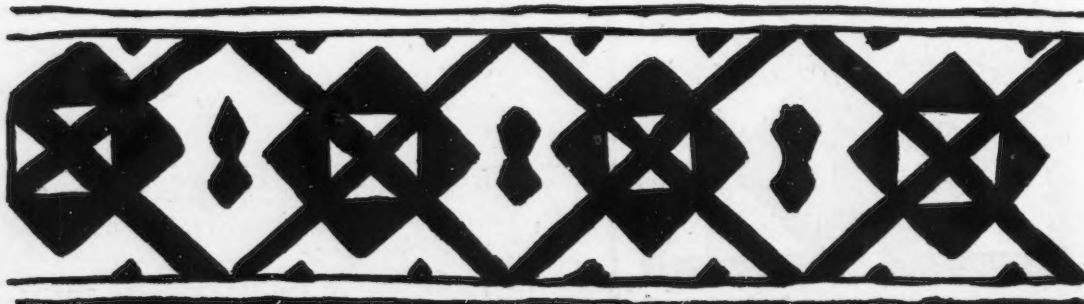
How close or how far apart the repeats are to be made is a matter of study and selection. Taste it is



Eighth Grade Work.

said is the power to choose. This can only be acquired by study and observation. The teacher however can, out of her experience, direct the study by suggestion and thus assist the pupil to make a wise selection.

When finished the design should possess rhythm, balance and harmony.



Seventh Grade Work.



# Number and Arithmetic

## ORAL SUPPLEMENTARY ARITHMETIC

(All rights reserved.)

Miss Laura Newhouse, Willard School, Chicago.

1. There are 6 plain chairs in a room and  $\frac{2}{3}$  as many rockers. How many rockers are there in the room?
2. Willie spent 12 cents for cheese and  $\frac{2}{3}$  as much for crackers. How much money did he spend?
3. Mattie has 9 buttons on her dress and  $\frac{2}{3}$  as many on her apron. How many buttons are on her apron? How many on both?
4. Edwin ate 15 pieces of candy and Rose ate  $\frac{2}{3}$  as many. How many pieces did Rose eat. How many did both eat?
5. I paid  $\frac{2}{3}$  of \$27 for 3 tons of coal. How much did I pay for the three tons?
6. How much did I pay for one ton?
7. What is the cost of  $\frac{2}{3}$  of a pound of rice if a pound costs 9 cents.
8. I had \$33 in the bank and spent  $\frac{2}{3}$  of it. How much did I spend?
9. A man's grocery bill is \$24; he paid  $\frac{2}{3}$  of it. How much did he pay?
10. A farmer has 30 sheep in one field and  $\frac{2}{3}$  as many in another. How many sheep in the other field?
11. There are 30 days in April. If I worked  $\frac{2}{3}$  of the time, how many days did I work?
12. If a ton of coal cost \$6, how much will  $\frac{2}{3}$  of a ton cost?
13. Blanche is 15 years old and Ann is  $\frac{2}{3}$  as old. How old is Ann?
14. A watch was sold for \$21 and a chain for  $\frac{2}{3}$  as much. How much was the chain sold for?
15. Alice saw 18 ducks in a flock and  $\frac{2}{3}$  of them flew away. How many flew away?
16. There are 36 children in a room and  $\frac{2}{3}$  of them are girls. How many girls are there? How many boys are there?
17. A lady had 36 glasses of jelly and gave  $\frac{2}{3}$  of them away. How many did she give away?
1. A ton of coal and a bag of flour cost \$15. If the flour cost \$6, what part of the money did it cost?
2. Two horses ate 18 quarts of oats. One horse ate 12 quarts. What part of the oats did he eat?
3. A man earned \$27 and spent \$21. What part of his money did he spend?
4. Mrs. Smith paid \$33 for a sofa and chair. The chair cost \$6. What part of all did the chair cost?
5. John had to walk 15 miles. After walking 9 miles he rested. What part of the trip had he walked?
6. There are 21 books on the table. If I take 15 away, what part of the books do I take away?
7. Jennie got 9 letters and answered 3. What part of the letters did she answer?
8. Jim had 18 squirrels but 15 of them got away. What part of them got away?
9. I bought 36 yards of ribbon. 21 yards of it were blue. What part of it was blue?
10. Charles earns \$24 a week and saves \$18. What part of his money does he save?
1. Cordon had 12 pigeons and sold 9 of them to a man. What part of the pigeons did he sell?
2. An old hen had 6 chicks and lost 4. What part of her chicks did she lose?
3. There were 36 grapes on a bunch and I ate 32 of them. What part of the grapes did I eat?
4. Willie bought 15 oranges and gave his sister 12. What part of them did he give her?

5. A piece of ribbon was 27 yards long. If I cut off 18 yards, what part of the ribbon did I cut off?

6. James had a stick 36 inches long and cut off 27 inches. What part did he cut off?

7. There were 24 pieces of chalk in a box but 21 of them were broken. What part of the chalk was broken?

8. A lady bought two dozen eggs, of which 15 were cracked. What part of the eggs were cracked?

9. Mrs. Smith bought 15 yards of cloth to make a dress. She used only 12 yards. What part of the cloth did she use?

10. Ellen picked 30 red and white roses. 21 of these were red. What part of the roses were red?

11. John had 15 books and put 9 on the shelf. What part of the books did he put on the shelf?

12. George had \$18 in his bank and bought a present for \$15. What part of it did he spend?

1. A girl has 17 cents in her bank. How many 3 cent dolls can she buy for it? How much will she have left?

2. I have 28 marbles to divide equally among three boys. How many marbles will each get? Will I have any left?

3. A man had 16 oranges and sold them 3 to a person. To how many persons could he sell his oranges? How many oranges did he have left?

4. James put 38 marbles in three equal piles. How many piles did he have? How many marbles were left?

5. A boy had 29 pebbles. He put them in 3 equal piles. How many were in each pile? Did he have any left?

6. A girl had a ribbon 22 inches long. She cut it into pieces 3 inches long. How many pieces did she get? How many inches were left over?

7. A man had 32 roses in his store. He gave 3 to each lady that came in. To how many ladies did he give the roses? Did he have any left?

8. How many 3 cent pictures can I buy for 29 cents? How much will I have left?

9. A man has 14 trees to plant in three equal rows. How many will he put in each row? Will he have any left?

10. Mary had 35 pieces of candy to put into small boxes. She put 3 pieces in each box. How many did she fill? If she ate the rest, how many did she eat?

### In the Grocery Store

Tom and Sam are two little friends. Tom is 12 years old, and Sam is  $\frac{2}{3}$  as old which makes him ..... years. Tom's father has a grocery store near their home and the little boys often play around the store.

They make themselves quite useful to Mr. Hatch and at the same time enjoy themselves. In 3 weeks and 3 days, altogether ..... days, they are to have vacation and then Mr. Hatch has promised he would pay them to come and work for him.

Vacation is here at last. Little Sam is to help wait on the trade while Tom is going to be cashier.

Ah! Here comes a customer for Sam. A little girl wishes 12 boxes of crackers at 5 cents each,  $\frac{1}{2}$  pound of coffee at 24 cents a pound and 3 boxes of berries at 10 cents each. Sam adds up the bill and finds it to be ..... cents. The little girl gives him a dollar bill, and he takes it to Tom, and returns ..... cents to the little girl.

Now a lady wishes 9 bars of soap. The soap is 3 cents a bar. Sam wraps it up and she gives him a quarter and a nickel. Sam gives this to Tom and gets ..... cents back for his customer.

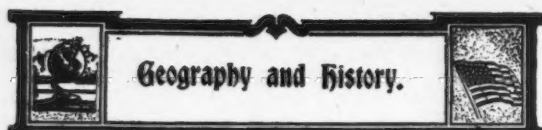
While Sam is waiting on the customers Tom is busy making out some little bills for his father. Here is one bill, which is to be sent with some groceries:

$\frac{2}{3}$  of a dozen oranges at 36 cents a dozen;

$\frac{1}{2}$  a dozen bananas at 18 cents a dozen;

$\frac{1}{2}$  peck potatoes at 20 cents a peck,

(Continued on page 191.)



## SOME ESSENTIALS FOR THE CORRECT INTERPRETATION OF GEOGRAPHY- IC MATERIAL—PART III.

F. E. Mitchell, State Normal, Oshkosh, Wis.

The facilities for internal transportation is a very important factor in the geography of any country, but the child too frequently learns the fact, and lacking the apperceptive mass for its correct interpretation permits it to pass from his memory. The effort put forth in the mastery of the facts is lost and neither he nor society receives any benefit for the labor expended. It seems that the ideas presented in geography should have some permanency, but only those ideas will remain in consciousness that seem to the pupil to be useful. The boy knows that he will grow into a man, and given ideas that men ought to have he will hold on to them with great tenacity.

The boy is to grow into citizenship, not in stature, but in intelligence, in comprehension, in understanding, and each succeeding year should find him more nearly ready to grapple with problems that concern men. Transportation is one of these problems, and the general ignorance displayed by the masses in handling this problem shows how great the teachers of geography have failed in their work.

It is not the purpose here to criticize but merely to call attention to the fact and make suggestions in order that the pupil may leave school with a fuller understanding of some of the great problems that so vitally concern us all and in the solution of which he is soon to be so potent a factor.

The pupil learns from the text that Germany has 34,000 miles of railways and nearly 8,000 miles of canals and navigable rivers. He looks upon these facts as merely concerning Germany and soon dismisses them from his mind. He sees no connection between these facts and his own welfare, nor does he learn any lesson that will be of value to him when he assumes the duties and responsibilities of citizenship.

There is nothing wrong with the facts but the pupil lacks the necessary knowledge which he must have before he can see any very great amount of meaning in them. The purpose of the recitation is something more than to quiz the pupil on the lesson assigned. There should be a place somewhere in the recitation in which the teacher could impart knowledge to her pupils.

As a preparation for studying the special facilities for transportation in any country, the teacher might use one or two recitations, in which she would lead the child to see the various and varied elements that enter into cost of any article of commerce. After these elements have been determined, they should be separated into two classes:

1. Those that increase the cost and at the same time increase the value. For example, sawing a log into lumber. While it costs money to saw a log into lumber, the log in the form of lumber is of more value than the log.

2. Those that will increase the cost without increasing the value. In this class will be found the item of transportation. For example, a car load of lumber in Washington costs \$200.00 and it costs \$262.00 to ship this lumber from Washington to Oshkosh. When it reaches Oshkosh it is in no more usable shape than when it left Washington but costs \$262.00 more. This is dead expense and must be shared by everyone con-

nected with the production or consumption of articles in the manufacture of which this lumber is used.

Having worked out these two points, the teacher should lead the pupils to see that:

1. The lower the price of a commodity the more of that commodity will be used. Any pupil would readily see that if milk was sold at two cents per quart, there would be much more milk consumed.

2. If lower price to the consumer causes a greater consumption of the article, more labor and capital will be required to produce it.

3. If more labor is required, and more capital is required, the price of labor will be increased, and the profits from invested capital greater.

4. If labor and capital receive larger returns, the standard of living will be raised.

In connection with this last point, the teacher with her pupils might discuss this question: Suppose that the means of transportation could be so perfected that the railroad company could afford to haul this car load of lumber from Washington to Oshkosh for \$100.00, who would be benefited by the saving?

In the discussion of this question, the pupils should be led to see:

1. That decreasing the cost of the raw material, sash, doors and blinds would be cheaper.

2. That being cheaper more would be used.

3. That this increased use would require more labor and capital to supply the demand.

4. That this increased demand for labor would raise wages, and the increased demand for capital would increase the profits of the manufacturer.

5. That the increased demand for sash, doors and blinds would increase the value of lumber in Washington.

6. That the increased demand for lumber and lumber products would increase the amount of transportation, and this in turn would require more labor and more capital.

7. That the greater the demand for labor, the greater will be the returns for labor, and the greater the returns for labor, the higher the standard of living.

8. That the value of all property will be increased in that it will be able to produce more at a lower cost. The following summary might be made.

Advantages of lower rates of transportation, to

1. Labor.

- a. Increase the amount of labor to be done.

- b. Employment to larger number of workers.

- c. Increase in wages.

- d. Higher standard of living.

- e. Increase the amount of goods to be transported.

- f. Increase the wealth of the country.

2. Capital.

- a. Increase the demand for capital.

- b. Increase the value of all property.

- c. Increase the manufacturer's profit.

- d. Increase the amount of goods produced.

- e. Extend the territory in which the manufacturer could sell his goods at a profit.

3. The Consumer.

- a. Cheaper goods.

- b. Increase the buying power of his capital.

4. The Public.

As shown above any money expended for transportation is dead expense, and the less the dead expense account a people have the more money they will have for the necessities and luxuries of life.

In connection with this work there is one thing that needs to be impressed on the minds of the pupils, and that is that no matter how desirable low rates of transportation may be, the rate should never be made so low that the transportation company can not make a fair profit on the capital actually invested.

After the pupil has mastered the foregoing propo-

sitions, he is not yet ready to take up the topic of transportation in Germany.

He must be shown that those nations that can sell their products the cheapest will ultimately control the markets of the world; that the cost of an article in the markets of the world is determined by the cost of production, plus the cost of transportation, plus the profits of the business. That when an article is once delivered at the seaboard, the cost of transportation to the markets of the world is about the same for all commercial nations. Of course this last statement is not absolutely correct, the teacher can make the necessary corrections. That those nations that can get their products to the seaboard at a low rate have a great advantage over those countries that are compelled by great distance or imperfect transportation facilities to pay a high rate.

After he has worked out these points he is beginning to see the importance of good facilities for transportation to a people.

He begins to understand the meaning of the Suez canal, the Panama canal, the Kiel canal. He begins to understand how it is that Germany has been able to more than double her commerce during the past twenty years.

All these problems worked out the boy, man grown, will have a body of knowledge that will make him a useful, intelligent citizen as far as the problem of transportation is concerned.

It is not even necessary that the child should have all these ideas perfectly developed. An idea must grow and for an idea to grow, two things are required—first it must be planted, and second, it must have time. If the idea is firmly implanted in the mind of the boy, if he sees the problem, time and reflection will bring about the solution.

## PRODUCTION CHARTS

Some teacher may find a valuable suggestion for her geography class in the following account of product charts exhibited at the La Salle County, Illinois, institute.

The work was done by pupils of Miss Ida Sheehan, a teacher of the county. The description of the work is from La Salle County School Bulletin:

By means of samples of material and pictures cut from magazines and papers these children had illustrated the production and various uses of our staple products. For instance, the chart illustrating cotton and its uses contained samples of the seed, boll and fiber, besides the samples of thread, cord and rope, and the various fabrics manufactured from cotton. The chart also contained illustrations showing the cultivation and picking of cotton; the processes of ginning and baling and spinning and weaving the fiber into thread and cloth.

The necessary material for such a chart was collected by one of the pupils or was contributed by the members of the advanced geography class. And, after all the information concerning its production and utility had been presented and discussed, the samples were mounted on pieces of stiff pastboard 12 by 20 inches in size. (Binder's board, such as is used in making book covers is admirably suited to this purpose.) The board was covered with neutral tinted paper to provide a pleasing background; the pictures were pasted in the center, and the samples neatly arranged along the sides.

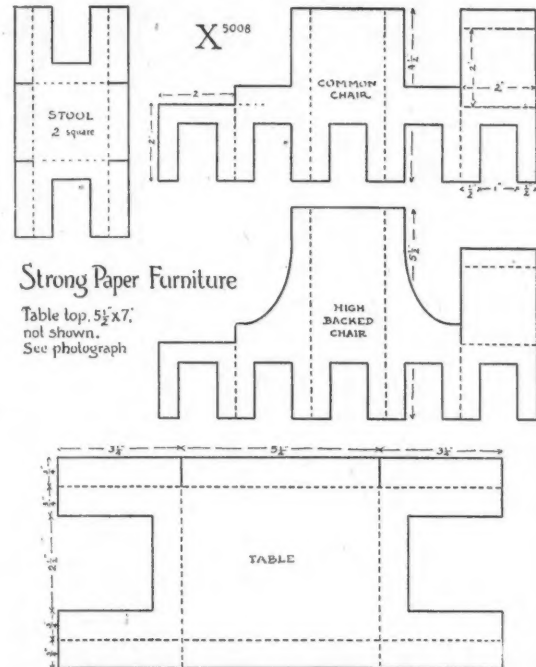
Miss Sheehan's pupils must have given this work much careful study, for it was exceptionally well done. But it was not a fad with them for they did not permit it to interfere with the regular work of the school. It was made supplemental to the study of geography and was used to illustrate in a concrete way the various occupations of mankind. The benefits to be derived from such an effort can not be over estimated. It forms a

connecting link between the text-book work of the school and the practical affairs of everyday life. And, if the work of the school is to be vitalized, the teacher must make use of as many of these practical and wholesome devices as is possible.

All of the cereals as corn, wheat, oats, etc., as well as the fiber producing plants, such as hemp, flax, sisal and jute, may be used very profitably in a similar manner. Likewise, such minerals as coal, iron, copper, sand and clay lend themselves readily to such illustrative work.

## MAKING THANKSGIVING TABLES AND CHAIRS

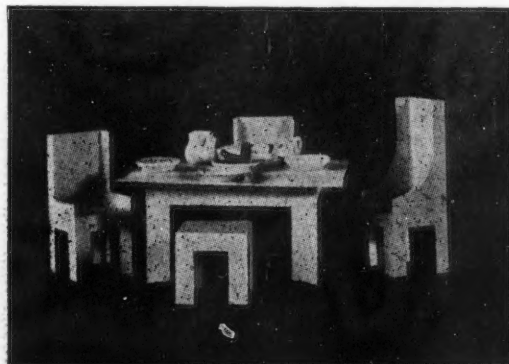
In the Drawing Outlines of the October number of The School Arts Book (Worcester, Mass.), are the ac-



### Strong Paper Furniture

Table top,  $5\frac{1}{2} \times 7$ ,  
not shown.  
See photograph

companying suggestive diagrams for making a Thanksgiving table and chairs in strong paper or card. The table is set with toy dishes. The furniture may be worked out by each pupil, or each pupil may work out a single piece from the diagram, which the teacher should repro-



duce upon the blackboard. A very simple booklet may be made by the pupils describing how the work is done. A single sheet may be folded to make four pages for text and diagram, and another sheet folded to make the cover. Use tinted paper for the cover and letter it carefully in a darker tone of the same color.



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"Blue Flag" Confessional

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Lot III4 Black Beaver \$20.00 100 Net.  
III4 Black Beaver 25.00 150

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|     |    |            |         |      |     |
|-----|----|------------|---------|------|-----|
| No. | 12 | Drap d'Ete | \$14.00 | 2.80 | Net |
|     | 16 | Drap d'Ete | 18.00   | 3.60 |     |
|     | 18 | Drap d'Ete | 20.00   | 4.00 |     |
|     | 20 | Drap d'Ete | 22.00   | 4.40 |     |
|     | 22 | Drap d'Ete | 24.00   | 4.80 |     |
|     | 24 | Drap d'Ete | 26.00   | 5.20 |     |
|     | 26 | Drap d'Ete | 28.00   | 5.60 |     |

¶ Extra large sizes cost a trifle more. Measure measurement blank, or an old Cassock that fits. Cloak are breast measure over the shoulders.



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|         |         |                       |         |              |
|---------|---------|-----------------------|---------|--------------|
| \$20.00 | 00 Net. | Lot 1116 Black Beaver | \$28.00 | \$25 20 Net. |
| 25.00   | 50      | 1118 Black Beaver     | 35.00   | 31.50        |

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| 18.00 | 20      | 32  | Drap d'Ete | 34.00   | 30.60        |
| 20.00 | 00      | 35  | Crepe      | 35.00   | 31.50        |
| 22.00 | 80      | 11  | Alpaca     | 16.00   | 14.40        |
| 24.00 | 60      | 17  | Serge      | 17.00   | 15.30        |
| 26.00 | 40      | 21  | Serge      | 20.00   | 18.00        |
| 28.00 | 20      | 23  | Serge      | 22.00   | 19.80        |

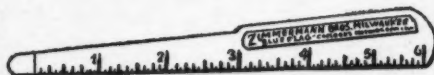
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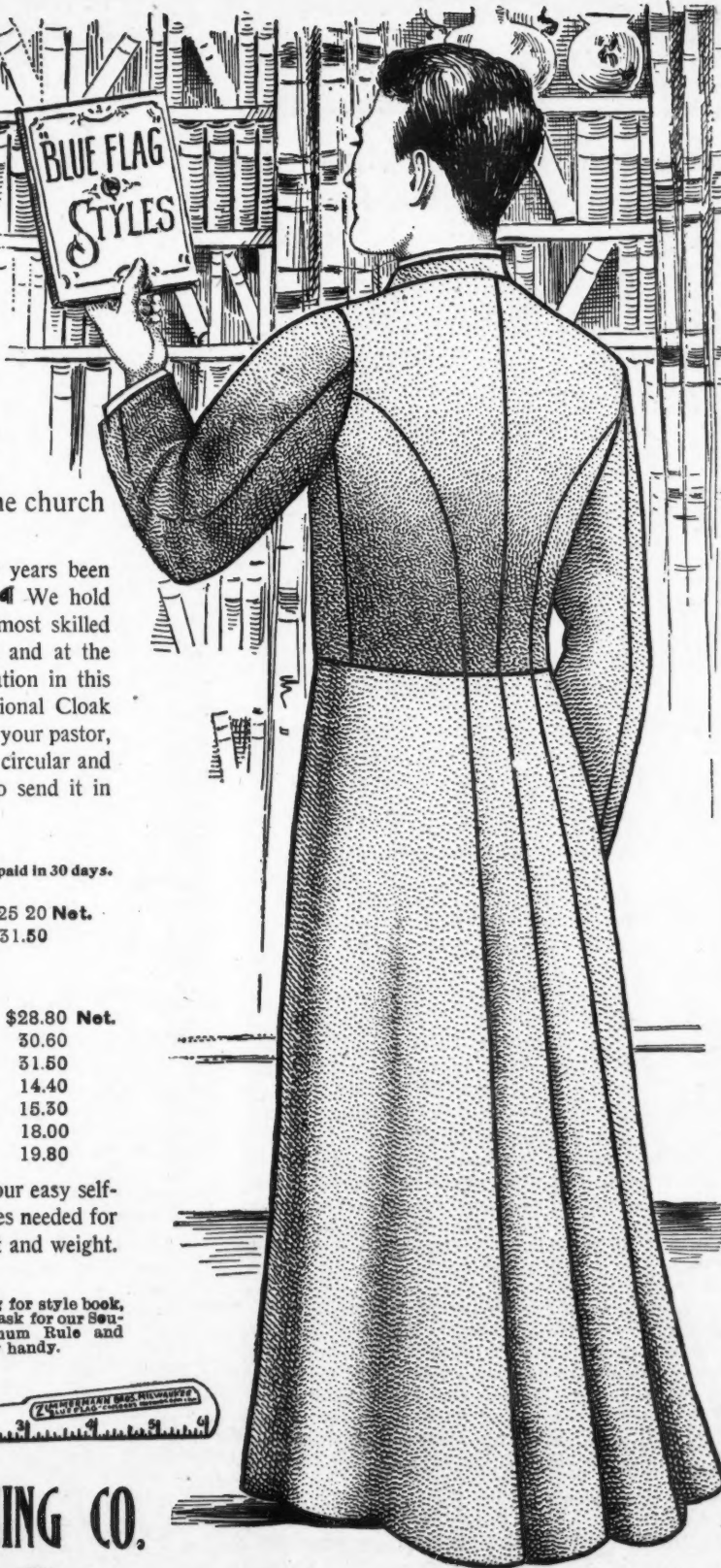
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## Language and Reading.

### HELPING TOWARD SELF-HELP IN PRIMARY READING

J. W. Livingston, President State Normal School,  
Plattesville, Wis.

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#### THE TEACHER'S EQUIPMENT IN PHONICS

The teacher of primary reading must be able to analyze the spoken word into its separate sounds and be skillful in giving each sound correctly and distinctly. Much work in phonics proves ineffective because the teacher fails to make each elementary sound correct and clear-cut. When the sound of g is given as guh, d as duh, t as tuh, m as um, l as ul, the time spent in phonics is practically wasted, and the teacher might as well return to the old alphabetic method and give up work in phonics.

Those who have not had early training in phonics can teach themselves by the aid of Webster's International Dictionary. In the front part of this book one can find under the Guide to Pronunciation very helpful suggestions in regard to how each consonant and vowel sound is made. One must gain a clear idea as to just what is meant by the terms sonant and surd. Suppose we are learning to give correctly the sound of v. Webster says it is a labio-dental fricative element, the sonant correlative of the surd f. The sound is made with the lower lip placed firmly against the tips of the front teeth. Vocalized breath forced between the lip and the teeth causes them to vibrate and thus produce the sound. Similar vibrations made by unvoiced breath with lip and teeth held in the same position will give the sound of f. Hence v and f are called cognates because they are of kindred birth. Take now a word having v as its initial sound, as vim. Pronounce the word with vigor several times, making an especial effort to give the initial sound distinctly. Start to pronounce the word again and stop before the part im is reached. See that the sound v is clear-cut and practice giving this sound until it can be given with ease and accuracy. The other sonants and surds given in Webster's table of consonant sounds may be mentioned in the same way by the teacher, and practice for a few minutes each day will soon bring skill in giving these sounds correctly and smoothly.

#### DRILL IN PHONICS

The teacher may follow the same plan in teaching the elementary sounds, but the terms used in the dictionary should be omitted and the child simply taught to give the sounds correctly and to associate each elementary sound with its letter symbol. Brief daily exercises should be given in phonics, but these drills and the work in the mastery of new words should precede the reading lesson or else be made a separate lesson.

It is well to teach the consonant sounds first, gradually introducing the short vowels. The sounds more commonly used should be taught first, and each new sound and symbol should be well mastered before another new one is introduced. The card games and the other devices for drill with words that were suggested in a previous article will tend to relieve the needed drill of much monotony. Make these drills frequent and short, varied and lively, thus fixing indelibly the sound and its letter symbol.

#### THE USE OF PHONOGRAMS IN SELF-HELP

Very early in the work with phonics the children should learn some common phonograms, and so begin

the important work of learning words by analogy. The so-called "silent letters" frequently are made troublesome obstacles when they might become useful helps in the mastery of new words. The English language is far more regular and more nearly phonetic than the superficial observer is apt to discover. There is commonly some mark in each word or syllable to indicate that its vowel is long or short. These marks furnish a very helpful guide in pronunciation and spelling. Most persons seem to have gained power to read these signs without being conscious of their existence. Zome, gope, faim, weet, croat, are all given the long vowel sound without hesitation, altho no one ever saw them before. The following list of manufactured words would be pronounced in concert at sight without any serious hesitancy or hitch: slock, whick, strake, zot, cright, slatch, vark, nall, dawl.

Leading the children to note analogies may be made a powerful leverage in the art of mastering new words. The child will in time learn for himself some of these analogies, for the human mind seems to make many generalizations unconsciously. However, much time is saved in the mastery of words by leading the children to look for these word analogies and make them instruments of self-help; but best of all, such teaching is cultivating in the children the habit of looking for likenesses.

The first phonograms selected for word building should be the easy ones that are very common in familiar short words. The following may be among the first to be taught: ach, at, ad, ap, an, et, ell, in, it, and, ink. Ad, bad, glad, had, lad, mad, fad; ap, cap, clap, flap, gap, lap, map, nap, rap, sap, slap, strap. The following list of words illustrate how large are some of the families of words that have similar form and similar sound; back, black, clack, crack, hack, Jack, lack, mack, pack, quack, rack, sack, slack, stack, tack, track, whack, hick, Dick, kick, rick, lick, nick, pick, prick, quick, sick, slick, stick, tick, trick, wick, clock, dock, flock, frock, hock, lock, mock, knock, rock, sock, stock, buck, duck, luck, pluck, suck, stuck, tuck, deck, neck, peck, wreck. If presented properly such a list of more than fifty words may be mastered with as little effort as is required to learn a half dozen words that are not related in form and sound. Such work makes clear to the children the idea of grouping or classifying words and it helps very materially in teaching them to spell well.

#### LEARNING PRINCIPLES OF PRONUNCIATION BY ANALOGY

Usually some mark in a word indicates whether the vowel is long or short. These marks furnish a very helpful guide in the pronunciation and spelling of English words. Teachers should lead the children to note some of these marks and so help them to learn the principles of pronunciation by analogy.

Note the classes to which each one of these groups belongs, and observe how the silent vowels tell that the main vowels have the long sound:

| 1         | 2           | 3         | 4          |
|-----------|-------------|-----------|------------|
| hat hate  | back bake   | man main  | ten teen   |
| mat mate  | rack rake   | ran rain  | men green  |
| rat rate  | stack stake | fan fain  | pen screen |
| 5         | 6           | 7         | 8          |
| men mean  | rod rode    | cot coat  | bet beet   |
| Ben bean  | not note    | got goat  | met meet   |
| den dean  | mop mope    |           | let fleet  |
| 9         | 10          | 11        |            |
| lick like | pill pile   | cub cube  |            |
| tin time  | mill mile   | cut cute  |            |
| win wine  | fill file   | duck duke |            |

When the long sound of a vowel has been learned give it the conventional diacritical mark. Tell the children that the long mark above the letter indicates that it has the long sound. Do not be afraid to call the mark



by its proper name—macron. Let each of the long sounds in turn be mastered, the conventional mark learned, and the long vowels be put aside with the other keys.

The following lists indicate how certain succeeding consonants indicate the vowel sound:

|        |        |       |        |       |
|--------|--------|-------|--------|-------|
| mold   | light  | batch | ditch  | ill   |
| hold   | flight | catch | hitch  | fill  |
| gold   | might  | latch | pitch  | bill  |
| fold   | fight  | match | stitch | mill  |
| old    | plight | patch | witch  | still |
| sold   |        |       |        |       |
| arch   | ash    | bank  | aft    |       |
| larch  | lash   | clank | draft  |       |
| march  | mash   | frank | graft  |       |
| parch  | dash   | spank | craft  |       |
| starch | splash | thank | waft   |       |

That a subsequent letter determines whether g and c shall have the hard or the soft sound is indicated by the following groups:

|      |       |         |         |       |      |
|------|-------|---------|---------|-------|------|
| can  | gain  | glow    | clock   | cot   | cut  |
| cap  | gale  | glass   | climb   | coat  | cup  |
| came | gag   | glare   | clash   | count | cull |
| gull | crow  | cement  | gentle  | cider |      |
| gun  | creep | central | gem     | cigar |      |
| just | crawl | century | gesture | cinch |      |

The formal work in word building should precede and be kept separate from reading as an exercise in thought-getting. The proper diacritical mark should be taught when the sound it represents is presented. These marks, however, should be used simply as aids in getting the pronunciation of the phonogram or the word, and they should be brushed aside as soon as they have served their purpose. The teacher of reading must keep constantly in mind that the real appearance of the word is the image we wish to fix, and that this word image must always recall the idea that lies back of this symbol. The trappings of hyphens to indicate syllabication, marks of elision for silent letters, symbols to show accent, and diacritical marks for individual letters are all helpful in mastering the new words. However, when such decoration and mutilations have served their purpose, the word itself is the form to be fixed in mind and indelibly associated with the idea for which it stands.

## STORIES FOR LANGUAGE AND RE- PRODUCTION IN PRIMARY GRADES

Ruth I. Jones, Shell Rock, Ia.

### THE DISCONTENTED PINE TREE

Upon a broad hillside lived a tall, beautiful pine tree with many others. This pine-tree was very unhappy and discontented. "I am so tired of the birds who are always nesting in my branches, and so tired of all these other trees who are always whispering to each other." North Wind heard the pine-tree and thought, "I will teach the pine tree a lesson." Then he blew so cold from the North that all the birds went flying away to the South land. Next some wood cutters came and chopped down and carried away all the trees on the hills except this one tall pine-tree.

"O," cried the pine-tree, "now I can be alone at last." But day after day passed and at last the pine-tree began to grow lonely, no cheery little birds to chatter in its branches, no friendly trees to whisper its secrets to, so lonely, lonely!

"Ah me! how I wish for them again," sighed the tall pine-tree, and if you had gone up the hillside, you might have heard its sighing, sighing, until the spring-time brought back the little birds to cheer the discontented pine-tree.

### THE FIRST YELLOW PUSSY CAT

There was once a very homely gray pussy cat. All the other pussy cats who knew her, hated her, because

she was so homely. "Her coat is not snow white like ours," some would say. "Her coat is not glossy and black like ours," said others, and so these proud pussy cats left our homely pussy very much alone.

One day the gray pussy made her mind to go to visit the queen. Such a grand place as the queen's house was! Pussy just crept softly in the thru the open door and sat watching all the fine lords and ladies, when there, what did she see? A mouse sure enough, under the queen's chair! A spring, and pussy had the mouse.

"Oh! Oh!" said the queen and all the ladies. "What a good pussy-cat!"

And the queen was so pleased that she gave pussy a handsome gold coat to wear which made her look very beautiful. Pussy wore it until she became a yellow pussy-cat at last, and when she went home, this is what the other pussies said:

"Pussy-cat, Pussy-cat, where have you been?"

"I've been to London to see the Queen."

"Pussy-cat, Pussy-cat, what did you there?"

"I caught a little mouse under the queen's chair."

### A SILVER ROBE

Once upon a time there lived a very wise, old woman, who could weave the most beautiful cloth that anyone had ever seen. One day this old woman came to weave a new robe for each of three sisters who lived together near by.

"Now," said this old woman, "before I begin to weave you must each choose whether you will have the first robe I weave, or the second or the third."

"I choose the first," "And I the second," cried the two oldest sisters. "And you, my child?" said the old woman to the youngest.

"They will all be beautiful, I am sure, but since my sisters wish to be first, I shall be happy with the last," said the youngest sister.

Then the old woman began to weave the first robe of blue silk, the second of rainbow colored satin and very, very beautiful they were, too, but the third robe for the youngest sister! it was of silver sprinkled with tiny sparkling stars, so lovely as had never before been seen.

"This, my child," said the old woman, "is for her who was not selfish, but was content and willing to take the last."

### THE FIRST SNOW

Web was a plump, young duck who lived in the barnyard with all the other fowls. He had such glossy new feathers and could quack so loudly and swim so beautifully, that he thought he was a very fine duck indeed. One November morning he saw old Father Cock look up at the gray clouded sky and say "If my eyes tell true, we shall have a snow storm before night." "Pooh!" thought our wise duck, "I don't think it will snow for I never saw it snow in all my life. I shall take a swim away down the river, just to show Father Cock I don't believe such silliness." So he went away.

Down, down, down the river he swam, very far away where great white flakes of snow that Web thought were feathers, began to fall. Thick and fast they came and the wind blew so that poor Web could no longer swim. He crept ashore and hid in the bushes, a sorry, frightened young duck. When the storm was over next morning and poor Web had toiled back home, it was a very ashamed young duck that stole into the barnyard, but Father Cock was very kind and never even said, "I told you so!"

### GRANDMOTHER'S EYES

Grandmother was very, very old. Her hair was snowy white and there were many wrinkles in her sweet, kind face. Grandmother liked to sew. All sorts of pretty, useful things she could make with her needle.

One day her little granddaughter, Elsa, heard her say, "Dear, dear me, my poor old eyes are growing weak. I don't believe these glasses are very good, for I can hardly see to thread my needle any more." Little Elsa loved her grandma very, very much and she was so

sorry to think that grandmother was too poor to have good glasses, so she could thread her needles easily.

"I wonder if I couldn't buy grandmother a new pair, thought Elsa, but Elsa only had thirty-seven cents and she guessed that wasn't enough.

"O! I know!" said Elsa when she had thought and thought. Away she ran to the store and bought two papers of needles, such a lot. Everyone Elsa threaded and stuck neatly in a pin cushion and put them on grandmother's table. Can you guess how surprised grandmother was to find how a good little fairy had made it so easy for her to sew?

## SOME INTERESTING SPECIMENS OF BOYS

Katherine Reynolds, Bradwell School, Chicago.

### CARL

There are many kinds of physical defects in children. Carl, a pupil of mine, was a slight, fair-haired, blue-eyed boy of well-to-do refined parents, who could not see why Carl should have trouble with his school work. Now, Carl was a bright, intelligent child. He had plenty of gray matter, but not enough red blood in his thin little body to work his mental machinery. He always looked tired, ready to fall to pieces.

Just one thing he loved—the great outdoors. During the study period he would conscientiously pick up his book, but in two minutes his head began to turn toward the window and Carl was lost in pleasant idle dreams. In recitation, especially if interested, he was brilliant, old-fashionedly wise at times, but even in class work his mind wandered. Arithmetic grew to be his best study, but from sheer bodily weariness sometimes he would put only the answer of a problem on his paper.

Spelling he could not learn. More than once I sat down with him and together we put our minds on the lesson. Carl got it, but the perspiration used to stand on the boy's forehead after the ordeal and he invariably would say wearily, "It's the craziest study of 'em all."

This physical weariness of course created a moral flabbiness. The easiest way to get a spelling mark was to "copy." Carl had a peculiar, wholesale habit of lying. It was so much easier to say "no" to everything than to explain or answer questions. He understood perfectly when I talked things over with him, but at the end he used to say, "What's the use learning all this stuff."

With strenuous pushing, encouraging words and desperate effort on Carl's part he passed the yearly tests and I promoted him. His parents were glad and I was a bit proud myself. But since then I have regretted the outcome. The promotion was all right. It would have been scarring cruelty not to pass the child after his work. But after promotion should have come suspension. The boy was right. There was no use in the gathering of dry facts so long as Carl had his tired little body to drag him down. He should have been turned loose to stroll barefooted thru dust roads, to lie in the grass and soak up the sunshine, to throw stones into the river and help build the chicken coop. The only way to help him was to strengthen his little body. But it is hard to make parents and teachers understand that education means the building up of body as well as mind.

Carl never will be a criminal. He is too sensitive, too weak a nature. Boys of this type grow up to be shiftless, lost-eyed, nervous vagabonds, harmless to all but themselves—just failures.

### BILLY

A few seats back of Carl sat Billy. He is one of my best examples of the third type of badness—the strenuous, surplus-energy boy. Billy was so full-blooded, so much an uncontrolled little animal, that he not only had an ugly scar across his handsome face but had scarred many another boy's features. In a fit of fury, I was

told, he was about to split open a playmate's head with an ax when his mother appeared in the nick of time.

This sounds dreadful, of course. Looked at indifferently, these facts make Billy almost a criminal. But Billy was a lad of 12, with thick, wavy brown hair, great, dark eyes that flashed merrily, and a mouth that, curved in a smile, won your heart away. Billy in the morning, fresh from last night's strength-wearing frolics and a good night's sleep, was an angel. Billy at 4 o'clock, after being chained for six hours to a wooden seat, wasn't an angel. The dark eyes grew black with terrifying, sullen rage; he spoke quickly in jerky, impatient sentences and his heels grated on the floor. Whenever I saw those eyes darkening I sent Billy out to the pump for water, ran him up three or four flights of stairs on some invented message or had the desks cleared and we played a relay race or running games.

Billy, of course, is an extreme case, but there are in almost every room half a dozen Billys in various stages of badness.

### GWEN

The home-neglected boy, the weakling and the nervous, tireless boy are bad in that they can make a teacher's life extremely miserable if she lacks patience and interest in the children; but these are the easy cases.

The hard cases, the boys who try a teacher's faith, crumble to bits her patience, wear out her bodily strength, are the boys who in some way have been "maimed," whose soul page has been blotted by the careless, sometimes brutal, treatment of those who should have understood.

The simplest example of this class is the selfish boy. He will share nothing, will give no aid of any kind, spoils every game. Often I have seen such a child take the lesson out of a thoughtless teacher's hands and side-track it hopelessly. Many lovable children are thoughtlessly selfish. Such a child was little Gwen. Of course, she was a girl, but because of her sturdy, boyish fearlessness of speech and that peculiar boy sense of justice, I always think of her along with the boys.

A child of wonderful possibilities, she possessed so strong a personality that every child in the schoolroom gave way to her wishes. In little plays or entertainments given she held the center of the stage. To the teacher on many occasions she was a veritable head assistant, sure to bring the performance thru successfully. But all this prominence, however helpful to the teacher, was detrimental to Gwen. It was hard work sometimes to teach her to listen patiently, to think logically, to wait and control her impulsive little body.

### DICK

'Nagging is another way of maiming a boy. Just keep at him long enough and you will drive him to anything—suicide, if you wish to.

Dick came to our school from another school with a transfer card that branded him. Teachers were warned to keep a sharp eye on Dick. We did, but could find nothing to worry us. Dick was, as is usually the case, a handsome boy with a beautifully molded head, large gray eyes and a voice that was strangely soft and gentle. I found that he loved to paint, enjoyed singing and had for his bosom friend chunky, tow-headed, clean-eyed, honest Tom. Dick and I grew to be very good friends, so when his wee twin brothers came and he asked me to come and see them I went.

I found on that visit that Dick's father was a piano manufacturer; that the family was very musical, talented even. The mother told me then that Richard had done something rather bad at the other school and the principal had punished him by making him crawl after her about the building on his hands and knees. He was never allowed for a minute to forget his disgrace and finally grew so bad that his mother took him out. Dick himself told me that after his punishment nothing he did suited and so he did everything mean he could think of. No wonder.

## Public School Music

### METHOD OF TEACHING MUSIC IN THE PUBLIC SCHOOLS

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T. P. Giddings, Supervisor of Music, Oak Park, Illinois.

#### FIFTH GRADE

Here if the work in the four lower grades has been well done, the teacher can, figuratively speaking, begin to sit back and enjoy the fruits of her labor.

Nearly everything the child needs to know about music has already been taught, and now he is to practice what he knows until he is expert in its use. He should sing only one and two part exercises in this grade. The voices are seldom developed enough to sing three parts, unless they are equal, as the usual lowest part is too low to be safe. Occasionally a fifth grade will be found with enough low voices to carry the third part, but not often.

Still use the board and paper exercise as in the lower grades. Practice the chromatics that appear in the lesson on the paper first, if necessary, tho if the children know the rule about chromatics given in the last chapter they should need little drill on them.

Find those that are not sure of their intervals and let them have the individual practice while you write the notes on the board and while the pupils are writing on the paper. Of course it should be unnecessary to remark that teachers should be able to tell whether the tones are right or not, but I find many teachers able to give the tones correctly themselves who cannot recognize them when sung by the pupils. One cannot practice this alone. The teacher must get some one to sing to her till she can recognize the tones.

Do no other paper work of any kind. It is a waste of time when we have but twenty minutes a day. If we had three hours a day for music it might be well to use some few of the numberless music paper stunts that are rampant, but we haven't the three hours. It might be well if the pupil were able to write all the scales, both major and minor, in all the keys, but I fail to see where it will help him in reading music. I gave it up years ago and find the time is spent to far better advantage in plain singing. So take my advice and spend no more time with paper and pencil than I have outlined in the previous chapters. Give some, otherwise sane, supervisors a smart and willing class, supplied with ruled paper, and they can think up more things to waste time with than even the ear trainers and rhythm fiends.

One minute a day is enough. Just enough to refresh his eye on the positions of the notes in the key he is to use.

Sing all the songs until they can be sung with taste and expression but do not spend too much time polishing them. If a song cannot be sung the fourth or fifth time with the proper expression it is too hard for the grade. Too hard songs or exercises make poor and slow readers as they have to go over the same thing too many times for it to have any reading value. It de-

generates into memory work. This is true in general but it is well of course to have a good hard song once in awhile as, they say, it is good for a child to be "stumped" occasionally.

The ideal toward which we are all striving is to have the songs sung at sight with proper taste and feeling. This of course is ideal but I haven't given up the hope, that sometimes a course will arise made up of beautiful, singable songs that the pupils can read as they do stories and get the meaning at one reading. Then they will be learning reading and music at the same time.

Let them, of course, sing the songs they like oftener, but beware of spending too much of the music period that way. They may as well learn to be musical singing new songs as old and the reading will not suffer. Also beware how you tell them to sing softly here and loudly there. It should never be done unless the reason is very plainly understood. The reason may be found in the words or the music of the song (usually the words) and the reason must be very plain to the pupil or the expression will not be the expression of the pupil but will be a parrot like reflection of the teacher and therefore valueless as an educational result. Expression must come from the pupil.

If the work has been good in the lower grades the individual work will be well and easily done. Every pupil will be able and glad to sing alone. All the advance work in this grade should be done individually. In this way all become more expert readers.

As I have said before, I doubt if any real learning to read is done in chorus until the pupil is a ready reader individually. Some few in the room where there is no individual work done will learn to read, but they will be the leaders and will really have been singing alone all the time as the rest merely followed them. Half the time in this grade should be spent in individual work. If too much time is devoted to individual work it will kill the chorus singing. That is an art that requires practice and must not be neglected. Half and half is a good proportion. Be sure there is no time wasted in the individual work. Let one be standing to wait while one is singing. Where there are two parts, double it, and let two stand and sing while two wait. This makes the work go twice as fast. Let the weaker ones have more chances than the strong ones. The thing we are after is the ability to read individually in concert. When that is acquired there is no real use in having the child sing alone. Let the time be taken by those that need it.

See that all learn to sing the under part alone as it is a poor singer that can sing but one part, as well as a poor fiddle with but one string. See that none leave this grade who cannot read readily. This is their last chance, very likely, as their voices will not be as pliable next year and they will be in the awkward squad to stay if they miss getting it this time.

Preserve the same light, fluty, quality of tone in this grade they had in the fourth. Some voices will be getting heavy and coarse and the upper tones will be getting hard in others. Let these sit in the middle row and sing the lower part whenever there is one.

Waste no time on vocal exercises. All that work can be done while they are singing and much precious time saved.

If a voice sounds perfectly clear on the upper tones, but with this clearness has a sharp, metallic sound, put it on the lower part for awhile. It will sound better in a few weeks, then it can go back to singing both parts if the tone is kept soft. Clearness of tone does not always indicate ease of production as some of the



clearest tones are very badly produced. With the clearness of tone there must always be the easy, loose, sound that only comes from a loose throat. This tone once heard and recognized is very easy to remember, and should be listened for continually by every teacher.

Look at the outside of the child's throat and if that puckers have him sing only where it unpuckers. This strained look may come from too loud a tone or too low or high a pitch. See that there is none of it in your room. The boys are far more prone to this than the girls. They yell more out of doors and are apt to want to do the same in the singing lesson.

Put your musical ones in the back seats the same as in other grades. This is very important and should be done at every music lesson. See that all those in the rear seats can also carry the alto correctly. This will cause a rearranging of the seating as it will very likely happen that a child, who can read well alone, will have a very hard time singing the lower part. This having the altos across the room in the rear seats insures a good lower part whichever side is carrying the alto. The rest will learn to carry it by hearing it correctly done. All two part work should be deferred to the fifth grade with possibly a little in the fourth. It certainly is a waste of time in the second and third.

There should be no need of rote work in this grade. Their reading ability should have overtaken their taste by this time. If it hasn't they better get down and bone on reading till it has.

### A DAY

I'll tell you how the sun rose—  
A ribbon at a time,  
The steeples swam in amethyst,  
The news like squirrels ran.  
The hills untied their bonnets,  
The bobolink begun.  
Then I said softly to myself,  
"That must have been the sun!"  
But how he set, I know not,  
There seemed a purple stile  
Which little yellow boys and girls  
Were climbing all the while.  
Till when he reached the other side,  
A dominie in gray  
Put gently up the evening bars  
And led the flock away. —Emily Dickinson.

The principal cities of Italy, Switzerland, Germany and England make appropriations for the care of needy school children. Vienna and Berlin contribute to societies of citizens organized for this purpose. Two years ago England authorized all local educational authorities to make provisions to feed and clothe needy children. The school laws of France require communities to provide funds for this good work. Paris is credited with spending about \$250,000 annually to feed and clothe children in want.

### The Magic Vine.\*

CHURCHILL—GRINDELL.  
Authors and Publishers of Children's Songs.

*Brightly.*

A fair - y seed I plant - ed, So dry, and white, and old; There sprang a vine en -

*Lightly.*

chant - ed With mag - ic flow'rs of gold. I watched it, I tend - ed it, And

tru - ly, by and by, It bore a Jack - o - lan - tern, And a great Thanks-giv - ing ple.

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# WORK AND GROWTH

Our system of education is probably largely to blame for the fact that most men need watching while they are at work. Instead of bringing boys and girls up with a relish for work we give them tasks not suited to their years and they make a business of watching the teacher and shirking, cheating and copying when they find it reasonably safe.

Now there is something about wholesome work which elicits admiration. Every child naturally desires to work, even when too young for the kindergarten. There is a quiet dignity in work which is very attractive to the natural child. It will be well for our educational experts to find out how this respect for labor may be fostered and cultivated.

In spite of the fact that we are becoming nationally disreputable in the matter of producing trained workmen in this country, we are famous for raising up geniuses who work like wizards and accomplish what foreign workmen seem unable to dream of. But this is perhaps because our training tends to exalt invention and astonishing achievements. It is not because we have taught our boys to work or our girls to be industrious.

May we not find out why work is attractive to the

young child and then supply him with what he craves? Will he not grow more surely into the resourceful man if the desires of his nature are met all along the way? Can we not substitute for the grammar and useless arithmetic work, which requires a logical mind, some of those simple processes of labor by which the child who chooses to take to them may say, I am a man, a worker? May we not dignify childhood still further and let it earn its own keep while growing?—School Weekly.

## Oral Supplementary Arithmetic

(Continued on page 181.)

and 3 loaves of bread at 5 cents a loaf,

This lady's bill was ..... cents altogether.

Mrs. Smith bought 3 pounds of sugar at 5 cents a pound, 1/2 a pound of cheese at 22 cents, 2/3 of a pound of cakes at 30 cents, and 6 boxes of matches at 3 cents each. Her bill added up to ..... cents.

The boys were very tired each night when they went home. They walked 3 blocks each way, four times a day, ..... blocks. Sam earned \$3 a week, but Tom earned twice as much because he was older. At the end of nine weeks Sam had earned ..... dollars, and Tom ..... dollars. They were very happy boys.

## English Lullaby.

CHURCHILL—GRINDELL.

Authors and Publishers of Children's Songs.

✱

Moderately. with clear accent.

1. Plump lit - tle ba - by-clouds, Dim - pled and soft,  
2. Tired lit - tle ba - by-clouds, Dream-ing of fears,  
Rock in their air - cra - dles, Swing - ing a - loft. Great snow - y moth - er - clouds,  
Turn in their air - cra - dles, Drop - ping soft tears. Great brood - ing moth - er - clouds,  
f dim in - u -  
Broad bos - oms white, Watch o'er the ba - by - clouds, Slum - ber - ing light.  
Watch - ing o'er all, Let their warm moth - er - tears Ten - der - ly fall.  
en - do. p

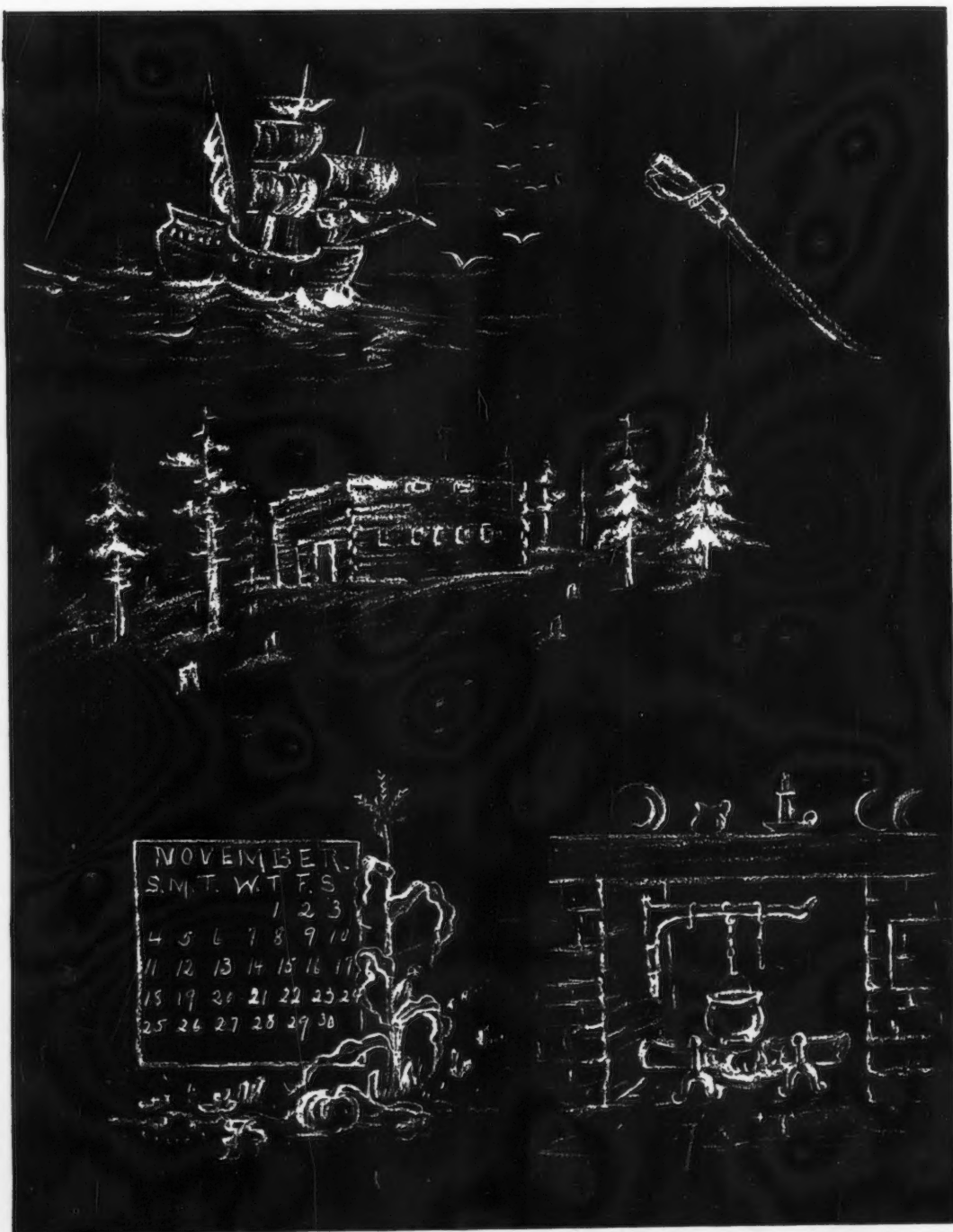
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# NOVEMBER BLACKBOARD DRAWING

MISS MARGARET PUMPHREY, Oak Park, Ill.

(Republished by request from November, 1906 )





# THE LITERATURE CLASS

## Outline Studies and Material

### CATHOLIC LITERATURE.

#### A Study of Newman's "Dream of Gerontius."

(Continued from October.)

Literature classes in our Catholic schools should include in their courses for the year systematic study of the masterpieces of great Catholic authors. There are many purely Catholic works of literature that will amply repay study, and the very fact of their Catholicity will tend to the cultivation of the highest and truest ideals. We continue in this number the study of Cardinal Newman's great poem, "The Dream of Gerontius."



By Thomas Swift.

#### Section 1—The dying Gerontius.

A detailed description of the sense of annihilation, physical and of the spirit, that overpowers the conscious dying. Prayer, the only relief—"Pray for me, my friends;" and the first prayer is the Litany of the Saints. Gerontius, strengthened by prayer, makes an act of faith. The horror of physical collapse and a "restless fright" again seize upon him. Prayer again calms him, and he passes away to the priest's, "Go forth upon thy journey, Christian soul!"

**Section 2—**The soul of Gerontius enters eternity and meets its angel guardian.

Gerontius minutely describes the sensations of the soul parting from the body. An unseen hand holds him fast and bears him on his way. He hears his guardian angel singing the canticle of triumphs over a soul saved:

"My work is done,  
My task is o'er,  
And so I come  
Taking it home,  
For the crown is won,  
Alleluia,  
For evermore."

**Section 3—**The soul of Gerontius converses with its guardian angel.

Gerontius asks two questions:

"What lets (prevents) me now from going to my Lord?"

and

"Why have I no fear at meeting Him?"

The angel's answers form two of the most fascinating passages in the poem. To the first question he replies that in the immaterial world time is measured by the living thought alone; to the second he replies that it was because Gerontius feared no life, that he no longer fears after death. A consoling presentiment of salvation relieves the soul from the fear of meeting its Judge.

**Section 4—**The soul holds further converse with its angelic guardian.

The soul hears, but does not see, the demons whose fruitless mocking and jibes remind one of the ravings of infidels in life. The angel explains why these demons are impotent to the soul saved; why they are to be feared in life, because of the weakness of human flesh; and how the "pure and upright soul," even in life, can triumph over them. He explains how it is that the disembodied soul can not see:

"A disembodied soul, thou hast by right,  
No converse with aught else beside thyself;  
But, lest so stern a solitude should load  
And break thy being, in mercy are vouchsafed  
Some lower measures of perception."

"So it will be, until the joyous day  
Of resurrection, when thou wilt regain  
All thou hast lost, new-made and glorified."

"Meanwhile let it suffice thee to possess  
Such means of converse as are granted thee,  
Though, till that Beatific Vision thou art blind;  
For e'en thy purgatory, which comes like fire,  
Is fire without its light."

#### Section 5—In the house of judgment.

The soul hears the three choirs of angelicals singing their canticles of praise. The angel tells that the house of judgment is made up of life:

"Of holy, blessed, immortal beings,  
Who hymn their Maker's praise continually."

The angel then describes the contending emotions that will agitate the soul when it comes face to face with its Creator and Judge—love, yearning, pity, remorse:

"The longing for Him, when thou seest Him not,  
The shame of self at thought of seeing Him—  
Will be thy veriest, sharpest purgatory."

They gain the stairs of the presence chamber and hear the voices of the angels of the sacred stair, "who hymn the incarnate God." The fourth choir of angelicals tell of the weakness and fall of man.

They reach the threshold, and the fifth choir of angelicals chant the story of the redemption.

**Section 6—**And now they are in the veiled presence of God and the angel of the agony.

"The same who strengthened Him, what time he  
knelt  
Lone in the garden shade bedewed with blood."

pleads for the release of the suffering souls.

The climax is reached in the single broken verse:

"I go before my Judge. Ah!——"

The angel guardian completes the verse and the picture:

Praise to His Name!  
The eager spirit has darted from my hold,  
And, with the intemperate energy of love  
Flies to the dear feet of Emmanuel;  
But, ere it reach them, the keen sanctity,  
Which with its effluence, like a glory, clothes  
And circles round the Crucified, has seized,  
And scorched, and shriveled it; and now it lies  
Passive and still before the awful throne."

Then the soul, "passive and still," pleads:

"Take me away,  
That sooner I may rise, and go above  
And see Him in the truth of everlasting day."

**Section 7—**The "golden prison"—purgatory—at the command of the angel guardian opens its gates, and the canticle of the holy souls is heard, breathing praise and hope of release from their sufferings. This canticle is modeled after the Psalms. The angel guardian commits his charge, "a dearly ransomed soul," into the hands of the angels of purgatory, until, "from all bond and forfeiture released, he shall reclaim it for the courts of light."

Beautiful beyond words, and pathetic to tears, is the angel's farewell, which concludes:

"Farewell, but not forever! brother dear,  
Be brave and patient on thy bed of sorrow;  
Swiftly shall pass thy night of trial here,  
And I will come and wake thee on the morrow."

**The Title—**Newman seems to have taken the title of the poem from these two lines in Section 2:

"I had a dream; yes—some one softly said,  
'He's gone;' and then a sigh went round the room."

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The idea is both natural and appropriate. It is in sleep that dreams come, and it is a favorite conceit with the poets to picture death as a sleep.

Thus, Shakespeare's Hamlet, in his soliloquy, says:

"To die—to sleep—  
To sleep! perchance to dream; ay, there's the rub;  
For in that sleep of death what dreams may come,  
When we have shuffled off this mortal coil,  
Must give us pause."

**The Style and Diction**—The picture Newman gives us in "The Dream" is one of "set, gray life." There is here no art for art's sake; the purpose never deviates for effect. There are no digressions; everything gravitates towards and centers in the one eternal theme. There is no lavishness of coloring; he paints the picture as he conceives it to be, and does not permit anything to distract the attention of the mind from the one absorbing idea of a soul hastening to the presence of its Judge.

The note of the whole poem is one of rare and exquisite sincerity; it is the prayer of one who, having reached the "haven of his heart," still longs for "higher shores."

What Arnold says of Newman's manner of expression for all the ordinary purposes of prose style is equally applicable to the purposes of poetry. It is equal to the highest flights of the imagination and makes the mystical as tangible as reality. Its lucidity is one of its chief charms.

**Versification**—The prevailing metre of the passages spoken by Gerontius is iambic pentameter, or English epic or heroic metre. But the numbers vary throughout the poem from English ballad metre, exemplified in the canticles of the choirs of angelicals, to the verse structure of the Psalms of Scripture, as in the prayer of the souls in Purgatory.

### Questions on the Poem.

**Section 1**—"Tis this new feeling." What?—describe it. Note the graphic force of the pious ejaculatory verses. What does Newman make the principal physical horror of death? What the mental? "Use well the interval"—how? In the beautiful prayer of Gerontius, beginning,

"Sanctus fortis, Sanctus Deus,"

quote the various verses devoted to an act of faith—to an act of hope—to an act of charity—to an act of fidelity to the Church—to an act of resignation to the Divine Will. "That masterful negation and collapse"—describe. "A fierce and restless fright"—what? In the last prayer of the "Assistants," beginning,

"Rescue him, O Lord, in this his evil hour,"

tell what the poet refers to in connection with the various Biblical personages mentioned. Point out the beauty, learning and application of this passage. Compare the priest's prayer, "Proficiscere," with that laid down in the church's liturgy.

**Section 2**—Note the minute analysis of feeling the instant after death. "Someone has me fast within his ample palm"—who?—God or angel?—Find reasons for your answer. "Thy tale complete of saints"—what is the meaning of this? "A demon dire"—what? Is there any foundation for the supposition or tradition that each human soul while in the body has a special demon watching it, just as it has a special guardian angel? "O man, strange composite of heaven and earth"—note the sublimity of this passage.

**Section 3**—"You cannot now cherish a wish which ought not to be wished"—why? Note the beauty and detail of the angel's answer to the question, "What lets (hinders) me now from going to my lord?" How is time measured in the spirit world? Mark how the angel answers the question, "Why have I now no fear at meeting Him?"

**Section 4**—Mark how horrible, yet life-like, is the description of the demons.

"It is the restless panting of their being;"

"Thou hadst a traitor nestling close at home"—what? What puts the demons to flight? "Some lower measures of perception"—what are these? "(Let me use similitude of earth)"—point out the similitude.

"How, even now, the consummated saints

See God in heaven, I may not explicate"—

compare this with Scripture:

"Eye hath not seen, nor ear heard, nor hath it entered into the heart of man to conceive, etc."

"That sight of the Most Fair will gladden thee, but it will pierce thee, too."—Explain. "There was a mortal

.....ere it transform."—Whom does the angel refer to?

**Section 5**—"His elder race"—who? "The younger son"—who? What was the purpose of man's creation? Of what, according to the angel, was the house of judgment constructed? "And lost his heritage of heaven"—how? "He freed his penance"—explain how. "No growth and no decay"—reconcile this with the condition of the fallen spirits. "There rose a hope upon its fall"—what? "Lit from his second birth"—what was this second birth? "A double agony awaits"—explain. "A double debt he has to pay"—explain. What, according to the angel, will be the soul's "sharpest purgatory?" "By man hath come the infinite display of Thy victorious grace"—explain fully. Which is the angel of the agony? Why is he so privileged with God? "A sorry sentinel"—explain. "A second Adam"—who?

**Section 6**—"I hear the voices that I left on earth"—show how this verse heightens the effect by linking earth with heaven. What angel is the best pleader for the dying and the dead? What does this angel urge in his prayer?

"I go before my Judge. Ah!....."

Is this broken verse in keeping with the climax reached? Notice the beauty of conception in the words, "And now it lies passive and still before the awful throne." Explain the emotions that cause the soul to cry out, "Take me away."

**Section 7**—"Golden prison"—what? "Angels of purgatory"—who? Compare the Psalm of the "Souls in Purgatory" with the De Profundis. "O'er the penal waters"—is this in keeping with the common idea of purgatory? Reconcile and compare with "I dip thee in the lake." How may we on earth aid the souls in purgatory? How obtain for them prayers in heaven? Commit to memory the last beautiful stanza.



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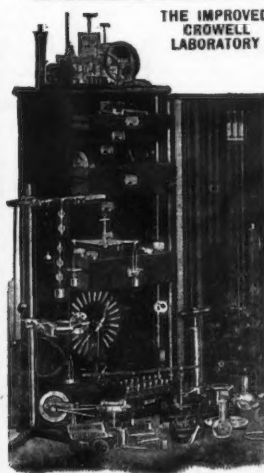
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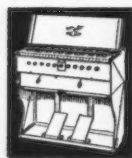
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### MAY CANONIZE MOTHER SETON.

An interesting, and in many respects very remarkable, ecclesiastical court has been holding weekly sessions at the residence of Cardinal Gibbons, acting under special instructions directly issued by the Congregation of Rites at Rome. The members of this court are Very Rev. E. E. Dyer, Rev. Dr. Peter Tarro, Rev. Dr. C. F. Thomas, as judges; notary, Rev. Joseph Cunnane; fiscal promoters, Rev. O. B. Corrigan, Rev. Michael Foley; cursor, Rev. D. de Wulf; postulator, Very Rev. James Oliver Hayden.

The proceeding is an inquiry into the sanctity of Mother Elizabeth Ann Seton, founder of the Sisters of Charity in the United States, who died at Emmetsburg in 1821. The first step in these proceedings, the end of which may be the canonization of Mother Seton, is to establish her reputation for sanctity.

Mother Seton founded the order of the Sisters of Charity at Emmetsburg in 1809, and the work she started there has spread to all parts of the country, the number of Sisters now reaching more than 5,100.

### AGED NUN OFF FOR ARCTIC.

Rev. Mother Philatrault, mother general of the Gray Nuns in Canada, arrived in Winnipeg, Man., last month on her way to the Mackenzie River district, where she will inspect the far-off missions of her order. Leaving the train at Edmonton, Alberta, she will journey more than 2,000 miles into the wilderness, on the fringe of the Arctic, by dog sleds, canoe and other primitive means of transportation. Though 69 years of age, she does not hesitate in taking this long trip, the turning point of which will be within the Arctic circle.

### FOR BLIND PUPILS.

A Catholic press for the publication of books adapted especially for the blind may soon be established in Chicago, if plans made at a meeting of Catholic blind people, held recently in the chapter rooms of the Knights of Columbus, in the Great Northern hotel, are carried out. At present only two distinctively Catholic books are published in the Braille type, the Ordinary of the Mass and Cardinal Gibbons' Catechism. There are 1,000 Catholic blind who read by the Braille system. The meeting was called at the instance of Bishop Muldoon.

### CLUBS FOR CATHOLIC BOYS.

The St. Vincent de Paul Society of New York has inaugurated another praiseworthy work in the foundation of a club for Catholic boys. The organization having the work in charge will be known as the Ozanam Association, and will establish throughout the city a number of clubs where the working boys of the neighborhood may assemble and where they will be entertained and instructed and saved from the evil influences of the streets and poolrooms.

### ARTIST-NUN COPYING A MASTERPIECE.

During the past month visitors to the Metropolitan Museum of Art in Central Park, New York City, have paused surprised at the entrance of Gallery No. 19, where there is a new copyist at work.

It is a Sister of the Order of St. Joseph, with the true touch of the master artist, copying the great picture entitled, "Among the Lowly," by Leon Augustin L'Hermitte, which represents the Man of Sorrows visiting the home circle of a peasant family. The artist is a member of the Order of the Sisters of St. Joseph, a teaching institution having a large school at No. 250 Utica avenue, Brooklyn, and branches in other parts of the city of New York.

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Catholic School Journal—Nov.

# A GREAT CITY'S SCHOOLS.

When the New York public schools opened this fall there were 640,000 pupils present, an increase of 24,500 over the opening number last year, a great number indeed, for New York has as many children in her public schools as Colorado has persons, and has the largest school system in the world; 50,000 of these students on the opening day could not be accommodated, and they had to be enrolled as "part time" students; that is, they are given three hours of instruction a day instead of five. Eight new buildings and eleven additions, which provided for 26,000 pupils, had just been opened, but they could not satisfy the conditions. It may be imagined, then, that it is expensive running the New York schools, as indeed it is. More

than \$26,000,000 annually goes for teachers, \$1,000,000 for supplies, \$502,000 for fuel, about \$2,000,000 for repairs, and more than \$1,500,000 for salaries of janitors. In all, this year, the cost will be more than \$33,000,000.

The women teachers in the great metropolis have striven for two years to have their pay placed on the same basis with that of the men, but so far have been unsuccessful. However, they are renewing the fight this year with the hope of winning. The women start in on \$600 a year and are increased \$40 each year for seventeen years, until they reach the maximum of \$1,200; they can, however, by taking a special examination, get up to a salary of \$1,440, and by taking boys' classes reach \$1,500. Men teachers begin on \$900

a year and are increased \$105 annually for thirteen years, when they have the maximum salary of \$2,160. By passing special examinations they may reach \$2,400.

"The Shadow of Eversleigh," by Jane Lansdowne, 12mo., neatly bound in cloth, \$1.25. Benziger Bros., New York.

This new novel is written around a plot which is different from that of the ordinary novel. Both the story and the treatment may be called "peculiar," and will be a novel treat to the readers of the present day romances. The plot has to do with a death-bed promise, and the failure of the heroine to keep it—a promise which had to be kept, however, before she could know peace or rest of soul. It will grasp the reader's attention

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from the first paragraph and carry him on resistlessly to the end by a succession of absorbingly interesting situations.

"A Conversation on Music with Paderewski," recorded by Daniel Gregory Mason in the November Century, will be the first of a series of unusual interviews with prominent musicians of the day—Paderewski, Gabrilowitsch and Kniesel among others. "I am not in sympathy with the modern French movement," (in music) Paderewski said at his luncheon table one day last winter; and it is the frank, free and very interesting chat of that hour, touching upon many mat-

ters, and at some length on modern French music and composers, that Mr. Mason has set down for readers of the November Century.

#### TWO SCHOOL TEACHERS.

Among the twenty-nine native Asiatics whose "cause" as martyrs is under consideration at Rome, we find there are two girl school teachers. The Holy Father said recently:

"I shall not make a eulogy of the martyrs, for, as St. Ambrose said, the very title of martyr is in itself a panegyric. The martyr is endowed with patience, purity and every

other virtue. And we, too, must bear this witness, if not by the shedding of blood, at least by being always ready for this, by the exercise of virtue, by holy courage, by victory over all human respect, by sincere, practical, public expression of our faith in Jesus Christ, who said: 'He who confesses Me before men I shall I confess before My father who is in heaven.'"

#### A CHRISTMAS PRESENT FOR YOUR REVEREND PASTOR OR CHAPLAIN.

If you are contemplating making a Christmas present to your reverend pastor or chaplain, we would direct your attention to the advertisements of Zimmermann Brothers appearing in the center of this issue of The Journal.

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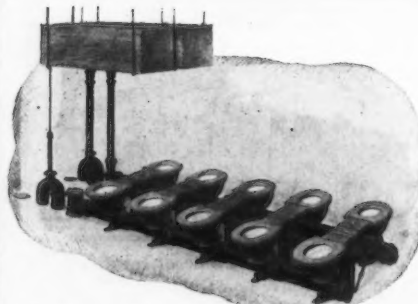
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Here is a summary of the division of the Catholic hierarchy throughout the world: On the continent of Europe Italy has 268 sees; France, 84; Spain, 56; Austria-Hungary, 52; Russia, 13; Portugal, 12; Turkey in Europe, 7; Greece, 7; Belgium, 6; Holland, 3; Roumania, 2, and 1 each for Bulgaria, Luxembourg, Monaco and Serbia; Ireland has 28, England 16, Scotland 6 and Malta 2. In Asia the East Indies have 32; Japan, 4; Turkey in Asia, 3; and Persia, 1. In America Canada has 29; the United States 93 (the most numerous hierarchy after Italy); Newfoundland, 3; and the different republics of South and Central America, 130. In Oceania, Australia has 19; New Zealand, 4; and the Philippines 9. There are 81 residential sees of the Oriental Rites. Then there are 143 titular bishops with jurisdiction over vicariates apostolic. Altogether there are over 1,400 bishops in the Catholic church throughout the world.

The Cardinal Gibbons Portrait Association, which was organized to present to the Catholic University an oil painting of the Cardinal, has sent out a circular letter to a number of Catholics, soliciting subscriptions for the laudable purpose. The association has for its honorary president Archbishop Farley, but many non-Catholics are members. Grover Cleveland was included in the vice-presidents, who are such well known men as Charles J. Bonaparte, Rev. Henry Van Dyke, Hon. Joseph H. Choate, Andrew Carnegie, Hon. Levi P. Morton, Judge Morgan, J. O'Brien, Col. Henry Watterson and others. A fund of about \$5,000 will be necessary.

The names of the contributors, with the amount subscribed, will be added to the list of members of the association and inscribed with that of the other members on a tablet underneath the portrait. The letters of the members will be handsomely bound and placed in the archives of the university, and an engraved replica of the portrait suitable for framing will be sent to each contributor.

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"The September number of The Journal was excellent, and I am confident that the following number will be as interesting and helpful."—Benedictine Sisters, Cottonwood, Idaho.

"I find The Journal very helpful in the classroom."—Sister Mary Agnes, St. Joseph's Academy, Pass Christian, Miss.

Three bogus nuns were arrested recently in Chicago, who, with a man calling himself "Father" De Lubiez, claimed to be conducting an asylum, known as the "St. Joseph Orphan Home." It appears that the fifteen little children who were inmates of the place were half starved and mistreated, while the funds collected by the "nuns" were spent by them and "Father" De Lubiez.

The Jesuit Fathers will open two new academies in St. Louis, one in the vicinity of St. Joseph's church, Eleventh and Biddle streets, under the name of Gonzago hall, and one on the south side, to be known as Loyola hall. The former will be in charge of Rev. Michael Lutz, S. J., and the other has been assigned to Rev. John Danihy, S. J.

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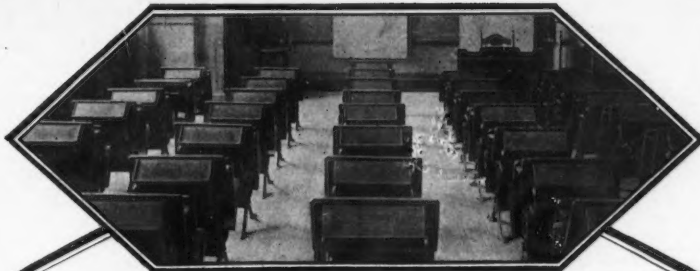
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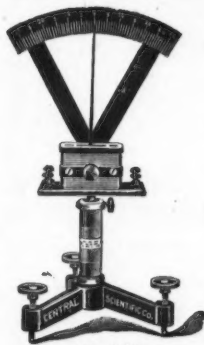
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The new St. Anselm's parochial school erected by the Benedictine Fathers in New York City will be formally dedicated by Archbishop Farley on Nov. 15.

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The yearly growth and scope of Trinity College at Washington, D. C., has, at every recurring fall term, been a matter of congratulation among those who urged the foundation of this very necessary adjunct to the higher education of ambitious young women and predicted its success. The enrollment this year includes about 120 names, representing almost every state in the Union, and the

classrooms and dormitories are so crowded that it has been found necessary to bar specialists and accept only those who propose to take the full collegiate course. A new wing is being erected and will be ready for the enrollment of 1909.

Signor Yon, the new organist at St. Francis Xavier's church, West Sixteenth street, New York, has recently published a Gregorian Mass which has won the highest praise from distinguished critics. Signor Yon was organist in St. Peter's, Rome, before coming to America and was a pupil under the famous Perosi. One of the critics of Signor Yon's Mass said that it would seem now that Yon was the master and Perosi the pupil.

The Rev. Dr. Henry A. Brann, rector of St. Agnes' church on East Forty-third street, New York, has received three new scholarships for his parochial schools, thus bringing the total number of scholarships already do-

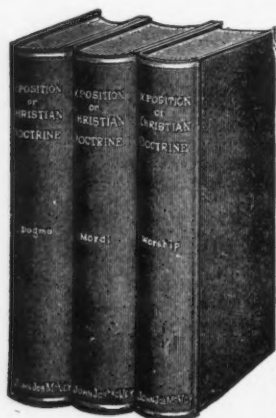
nated up to 34. One of the latest scholarships was donated by Mrs. Mary Locke, who was a sister of the first apostolic delegate sent to North America—Bishop Conroy.

St. Charles' College, Ellicott City, Md., may well be proud of the fact that the priests among its graduates number 1,200.

A real Irish school has been started in Dublin with great success. It was an experiment which has been watched with keen attention, and no doubt its practicability will have a stimulating effect on the other Irish schools. Two-thirds of the boarders are Irish speakers and Irish is the language of the school.

"I am pleased with your magazine and make good use of same. In intend to continue the subscription begun by my predecessor."—Brother Valentine, 607 Liberty street, Allegheny, Pa.

"The Journal is a real treasure to any Catholic teacher."—Sisters of Charity, Sacred Heart Convent, Metaghan, Nova Scotia, Canada.



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